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THE

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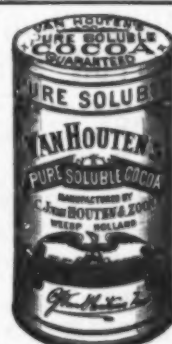
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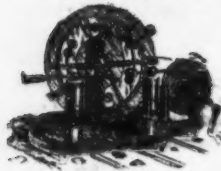
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IT is very plain that a mistake has been made by the people of Illinois and Wisconsin, by insisting that the English language *only* must be taught in all their schools. It is well to keep in mind that voters can be easily influenced, but with difficulty driven. Foreigners are attached to the language and literature of fatherland, and will insist that their children must learn it thoroughly. No one can say that this is not right. In this city several daily papers publish editions in the German language because there are many who will read no other. It would be foolish to enact a law compelling these papers to print their issues only in English, for it is certain that it could not be enforced. The common sense of the community wouldn't stand it. What we want is education in some language, it matters little what.

The English is to-day, and is to be, the language of America, and if all the Germans in the world should come to this country in a body it would not change the predestination. For a time, in certain states it may seem as though German was taking the country, but it is not, and never can. Educators should let these minor matters work out their own solutions, just as they have in certain parts of Pennsylvania, where for many years the "Pennsylvania Dutch" has been spoken almost to the exclusion of English. The Pennsylvanians have been too wise to attempt to compel these people to use nothing but English, but in the

absence of any law the English is rapidly supplanting the mixture, which is neither German nor English. In this city, German has always been taught in the public schools, and probably will be for several years to come, but this in no way supplements the English. It would be well if no language was spoken in this country but the English, but since this cannot be, nothing will be gained by going to law or the legislature about it. There are some things that must be left for the great law of natural selection to adjust, and the use of a foreign tongue in our schools is one of them.

CHEAPNESS is not the most desirable thing in this world, especially in selecting school library and text-books. It would be possible to sell geographies and grammars at one-half the price they are now sold for, but they wouldn't be worth much more than the paper they were printed on. A good text-book is invaluable, a poor one contemptible in this age of culture and science. A teacher who puts up with worthless aids hasn't as much spirit as a common stone mason or bricklayer. He will have good tools or quit work, but the teacher often submits to dictation from school boards and continues to use what he knows is inferior. This is injustice to him. The quality of the work he turns out is expected to be the best, but how can he satisfy this demand with poor assistants. The watchword of our profession should be, "The best." "Well," some one says, "what if we can't get it?" Then create a public sentiment that will demand it. The people need to be educated as well as the children. Parents who have never seen a first rate geography will of course be satisfied with what they have, but when they realize the difference between what they have seen and what is far better, they will have the best, even if it costs a little more than the poorest.

IF the law-makers at Albany intend to make the state a great text-book publishing house, they should not do so until they have read the report of the "School-book Board" to the general assembly of the state of Ohio, now in session. Last winter this board was constituted by the legislature, consisting of the governor of the state, state school commissioner, state printer, two private citizens, one professional teacher, and a successful business man. After a year's thorough work, including an examination of the experiment the state of California has been trying in this direction, and where the result has been a decided failure, the committee came to the unanimous conclusion not to recommend the venture. The Ohio state superintendent says: "The same number of books can be purchased in the open market at wholesale prices for less than it costs the state to manufacture them. I am therefore constrained to admit that I would not advise any other state to enter upon the publication of school-books." Mr. Hirsh, the state printer, says: "Books of a better grade and quality can be furnished by private publishers at less cost. I am free to state that this is my deliberate conclusion, and while I have, at your request, made the foregoing estimates, I wish it understood that I do not recommend that the state should undertake the business of making school-books, believing that it is wrong in principle and would prove a failure in practice."

This is strong testimony. If either Mr. Keeler of the New York assembly, or Mr. McLaughlin of the senate, intends to push this most ill-advised measure in face of such testimony, the public will be at liberty to draw their own conclusions. A letter recently appeared in the *Tribune* of this city, written by Mr. T. F. Donnelly, in which he says: "Suppose the state of New York should embark in the business of publishing school-books; what particu-

lar advantage would it have over the great publishing houses of the country, that would enable it to manufacture and distribute as good books at lower prices than these same houses are now doing? The various materials which enter into the manufacture of a school-book will cost the state just as much as they will cost the private publisher. Indeed, some of the larger houses, manufacturing as they do on a larger scale for a larger constituency than the state, can purchase their materials in greater quantities, and, consequently, can get them at lower prices. Then, too, skilled labor (and nearly all the labor employed in the manufacture of school-books is skilled labor) cannot be controlled by the state at rates lower than are now paid for it by the publishing houses of the country. Manifestly, the state as a school-book publisher could have no advantage over the more prominent and better known publishing houses, in economy of production and distribution of its output."

These are strong arguments, which ought to convince any reasonable person that no state can benefit its schools by going into the school-book publishing business.

WE have a preacher in this city who has clear ideas on all educational problems, and in addition, the ability to express them. His name is Dr. Parkhurst, and his church on Madison avenue. THE JOURNAL has often quoted from his sermons, but here is what he said last week: "Pedagogics is, first of all, the science of translating yourself as a teacher into your pupil's exact environment, and putting yourself at his exact stage of development, so that you will be able to think with his mind, and so, be able to experience in yourself the embarrassments under which his struggling little brain labors, and be able to view your own tutorial approaches to him through his eyes. That is the art of teaching. It is experience of the truth, coupled with experience of the pupil, who is trying to get at the truth. I have in mind now a little fellow who, at the age of eight, was regarded by the rest of us boys as being only about a quarter witted. It was the result of some infantile disease. His father, whose name is known almost everywhere in our country as one of the foremost among educators, took personal charge of his dear boy's education. We despised the boy and pitied his father. If the little fellow had been sent to a common school he would probably have been in the mad-house before now. As it was, he ended by going to Oxford and carrying off a prize. That great strapping father, six feet high, got clear over on to the inside of the poor, pinched possibility of a boy, and incarnation saved the little chap. That was his genius as a teacher, that he could, in the same instance, be a great, wise, gifted man and a puny, feeble-minded child. He was so great that he could get into a small place without feeling cramped by it. You must remember, though, that he was the boy's father. Love had something to do with it; a good deal to do with it. No one can feel another's condition as his own condition unless love is enlisted. You can imagine another's condition, you can cipher out another's condition by a process that has no heart in it, but you cannot feel another's condition except as you love that other."

The command, "Put yourself in his place," is more applicable to the teachers' profession than any other. This father became a child that he might lift the child to its father's place. He went down into his boy, and thought his thoughts, and so lifted him up from idiocy to intelligence. There were two elements of success with this father, a sympathetic appreciation of his child, and patient working along fixed lines. It was individual instruction. No other kind would have done any good.

THE SCHOOL ATMOSPHERE.

It is not difficult to conceive that the school-room may have a distinctive atmosphere; and it is a necessary conclusion that the school atmosphere exerts a powerful molding as well as vivifying influence. And the influence that comes from the tone of thought and feeling in the school-room is remembered long after the studies that were pursued are forgotten. A gray-haired man of the Pacific coast remarked in New York City, "I don't remember the teacher's name, nor what street it was in, but I remember the feeling I had in the school; I always feel it when I think of those days."

And the influence of the school on the pupil is not in proportion to the knowledge of the master; many a weak woman has created an atmosphere in her school-room that was fairly electric, and yet it becomes apparent on investigation that her acquirements were exceedingly limited. It will be a great mistake if men and women are forbidden to occupy the teacher's place because they lack in technical acquirements. In a certain normal school a lady was employed as teacher because of "the excellent influence she exerted upon the young ladies,"—nothing at all was said about class-room work; indeed she did very little of it; she conversed with individuals or small groups.

Let us concede there is such a thing as the "thoughtful life," as well as the "religious life," for we know that a young man enters college and becomes an enthusiast, not from the professor's words, but from contact with the organized body of teachers and students that make up the college; perhaps the term "student life" will be clearer to some.

What is it that differentiates this young man from others outside? Is it that he is studying arithmetic or geography? No, the answer will be, it is not what he studies, but the life he leads; and this life comes from a study of the teacher, helped by observing the effect on the other students of a similar study. This last is a powerful stimulant. Now where is this plainer than in the case of the twelve; "Learn of me," said the divine Teacher. That is, "See how I bear the want of fortune, of friends, of home; see how I try to make the world better."

The teacher must aim, then, at producing mental and moral effects by his presence in the school-room, by his bearing, by his words, by his spirit. The true teacher is humble minded, lowly minded, for he has found that peace and rest come to those who are "meek and lowly of heart." If he enters the school-room proud and ambitious in the morning he leaves it at night tired and unhappy. Teaching is a work that aims at bettering mankind—that is the bottom feeling; and, although the teacher may aim at conferring knowledge, if he has the true spirit he will aim to teach how to live. And if a person learns all languages and all sciences, and does not know how to live, he is morally illiterate.

Somehow and somewhere the human heart must learn to adjust itself to the outward. Life has innumerable trials; it is impossible to escape them. The youngest child that enters the school door has learned there are crosses, there are troubles, there are thorns. Some have walked in waters where it has been difficult to touch bottom; they do not speak of it, they give evidence of it only in their patient countenance. The teacher need never suggest that there is some favored place where there are no trials, no perplexities; he can show that troubles may come and not overcome.

The school-room atmosphere must be permeated with a right philosophy of life. In that very school-room are fifty hearts beating with the same passions and emotions that will actuate them ten years from now. They must learn how to live aright or their school years will be wasted. The first thing to aim at is a proper abnegation of self. As has been said, teaching is an example of self-abnegation; it is exhibited in the person of the teacher, hour after hour, and day after day. The teacher who does not forget himself in the school-room and think of the pupil is not a true teacher. Along with this forgetfulness of self—this depreciation of self, there will

come a thinking of others, a serving of others. So long as self is at the top there is unhappiness; when self is at the bottom there is peace. Now the teacher is aiming at rest, peace, and joy, in his school-room; he wants to make it more than a place of recitations; he wants it to be remembered for the emotions there experienced. If the pupils live really and justly in the school-room they will have happiness there, for life is intended to give happiness. In training them to a just life, then, he will aim to put them in the way of learning how to obtain rest, and peace, and joy.

AMONG the measures introduced before the legislature is a bill for having the school-rooms set apart as evening resorts for the youth. Nothing could be worse. There are foolish people who have an idea this world can be made into a sort of paradise, if only the boys and girls could be kept playing checkers for an hour or two every night before they go to bed. Such a paradise is not wanted. Who is to pay for making it? There is to be a sum appropriated of course from the public school funds. Here is another mistake. If a youth is to go into paradise he'll not do it on a public ladder; each will have to have one of his own. "We build the ladder by which we rise."

Now we believe in boys' clubs and always have, but we believe these clubs like all other clubs should be self-sustaining. We believe, too, in something being left for private munificence. And here we may as well say that we are wholly opposed to lectures sustained by the board of education. To have lectures is a good thing, but let the lectures be sustained in the large cities—as is done in the small towns—by the people clubbing together. The injury the school buildings receive is enough to warrant the ending of the experiment of having them in edifices solely designed for children.

In a Western town, to encourage a literary club of young people, the public school was opened for them weekly, but after one year they were turned out neck and heels; the children's books were removed, the desks were disfigured, the floor bespattered with tobacco spittle, and dishelvement and upsettiness "poured round all." The schools are a mechanism "designed for a specific purpose, and made for that purpose only and solely, and every effort to turn them away from that purpose should be resisted.

If the theater is good, or can be made good, why should not plays and acting be turned to educational purposes? Prince Albert, of Prussia, thinks that the stage can be made an adjunct of the school, and has ordered a certain number of classical pieces to be put on the stage for the benefit of scholars attending both the lower and higher schools. The price of admission is to be very small in all cases. Those young men who are unable to pay the stipulated price will be admitted free. The new "theatrical course," as it is called, will begin this month with six pieces from Shakespeare. They will be followed by the best works of Goethe and Schiller.

There is no reason why plays can not be made important aids in teaching history and geography. Let a properly arranged "show" present costumes, scenes, and incidents, in some past era; let the scenes be realistic and truthful, and the whole plan be somewhat after the manner of the "Old Homestead," and the result would be instruction and pleasure. A boy of twelve recently saw "Shenandoah," in which General Sheridan's famous ride was acted in scenes wonderfully truthful and striking. The effect upon his mind was most powerful. For weeks after, he was crazy for histories of the Civil war, and to-day knows more about that era in our history than many men twice his age. The play gave just the stimulus he needed. It was both powerful and healthful. If such scenes could be introduced into all our schools, there is no doubt but the results would be beneficial. The time has passed when the stage is to be denounced as a whole. It must be used. A good play appeals to the most susceptible parts of our nature, and exerts a powerful influence upon the young.

AN exchange says: "A most effectual way to raise the standard of our common schools is to increase the teachers' compensation." That would not solve the question. It would simply mean, for many, a better stepping stone and a shorter road to some other profession. The wise plan is to increase the qualifications for teaching and let the increased value of the teacher raise the salary? There are any number of school officers who engage teachers not for the qualifications possessed, but because they can be had for little money. Education enough to pass the required examination has cost them but little, and they are willing to exchange their services for almost nothing. Such teachers are expensive at any price. They will do more injury in one term than can be undone in a year. When one of the requirements is a thorough preparation, the public will have better schools and the teachers will receive increased salaries.

THE city board of education of Chicago, have unanimously voted down the proposition that extracts from the Bible be read daily in the public schools. The report on which the vote was based said simply that the committee on school management, after hearing the arguments advanced in favor of Bible reading, had carefully considered the subject and decided that for the general welfare of the schools the prayer of the petitioners ought not to be granted.

It is time that all government aid to denominational schools should cease. At present the appropriation to Indian schools managed by churches is \$560,218. Very lately, to make the educational work uniform, the Indian office prescribed the course of study, designated the text-books, and required the same evidence of the qualifications of the employees in contract schools as in the government schools. So far so good, but this is not enough. Denominations should do their own work and the government its. It will never do to mix up church and state. No sectarian school of any kind has any right to ask state or government aid. The time has passed for this sort of thing.

THE Pennsylvania legislature believes that the Keystone state is to be reformed by law, at least in part, for a bill has been introduced forbidding any one under sixteen years of age from using tobacco in the public streets of cities and towns. But how about the houses where parents smoke and chew? How about schools where teachers use the vile stuff? If the object is to reform boys, the law should have a wider application, and forbid smoking and chewing by old and young in public places. Decent smokers wouldn't complain, and indecent ones could be made to feel the majesty of the law and become decent.

A GOOD deal is said about the points of excellence in German schools, most of which are good, but when enthusiastic admirers of the Teutonic pedagogical ways declare that our system should be remodeled on the plan of any continental type, we must demur. We must build up our systems according to our environments. America must be American, and not French or German. Comparisons are excellent, until they become the ground for arguments for imitations; then they are bad. Let us be content to work out our own problems, with reference to our own conditions. In this way, and in this way only, can we reach success!

THE hundredth birthday of Peter Cooper was remembered last week in a banquet in this city. What made him what he was? Evidently the times, and they were stirring ones. When he was born, New York contained 27,000 people; when he died, eight years ago, it was approaching a million and a half. The years measuring the time between the boyhood and old age of Cooper were not far short of a century, but in reality more than a thousand years. Life in 1801 and 1891 is separated by an immense interval, so immense that we can hardly compass it with the imagination. The new world is upon us. We are in it, and teachers should realize the fact.

THE papers announce that the last descendant of Henry Pestalozzi, Karl Pestalozzi, died a few weeks ago in Zurich. He was sixty-six years old, and has been a professor of engineering in the Polytechnicum since 1854. But although the blood descendants of this greatest of all modern reformers are dead, his educational children will live to the end of time. No name is held in more affectionate remembrance than that of Henry Pestalozzi.

PHYSICAL CULTURE.—VII.

By WILL K. TOWNSEND.

I am indebted for a hint to a critic who, when comparing two famous authors, wrote "Carlyle kills evil, Emerson makes us want to kill it." To create in his pupils a desire to conquer is the secret of a teacher's success. It is one thing arbitrarily to say, inflate your lungs. It is quite another thing to say, we want our blood pure and our lungs sound, what can we do to help make them so? What must we avoid to keep them so? We should not ask our pupils to accept a statement simply because we make it, but should lead them to recognize its truth. Let mind assist muscle, and muscle will reciprocate. The will has untold influence upon the vital energies.

If education is to enable a pupil to command all his forces, and not merely those that pertain to one-third of his nature, there are certain facts that every teacher ought to keep in mind:

1. That the body ranks equal in importance with the mind.
2. That success in life depends more upon animal vigor than upon information.
3. That what is noblest physically should lead, if we would have the noblest qualities of head and heart dominate the nature.
4. That while the body is not to be held in slavish subjection to the intellect, it is to be brought into perfect harmony with it.
5. That all true culture is central, organic.

All this can be made easily accessible to the understanding of our youngest pupils.

It was not intended that the entire set of energizing and de-vitalizing exercises outlined in my former papers should be taught in all departments from the lowest to the highest, as I understand is the case in a certain school. Nor was it for a moment supposed that any complex exercise would be given for practice until each of its component movements had been mastered and applied. Something practical having been asked of the writer, the exercises were given partly as suggestions of what might be done in the way of physical development, and partly to disclose the radical difference between the scientific movements of to-day and the old style calisthenics. If we would do good work, we must begin with slow, simple movements and advance gradually and steadily throughout the course. That there may be no further misapprehension upon so important a point, I offer below a plan which is rational and feasible. The evolution of the child's intelligence and organism should be taken into consideration. The senses, the muscles, and the vital organs should be developed at the same time. It is important that the care of the eyes be taught in the beginning of school life. Children should also be taught to avoid draughts, wet feet, damp clothing, etc. It will be well for them to know that oftentimes a cold may be checked in the beginning by deep inspiration, holding the breath ten or fifteen seconds and pulling upward with the arms. Growing children, girls especially, should be cautioned against playing or walking until nearly exhausted. No clothing should be worn that will not admit an expansion at the waist of at least two inches. Exercise alone can not restore the advantage lost by lack of instruction on these points.

In the first year of school life, after showing our pupils the correct position to assume, and telling them what any variation from it is likely to lead to, we teach them to hold the head erect with chin close to the neck, and to breathe through the nostrils. When some improvement in this direction is observed, they may learn to lift the chest by the muscles. This is a movement that never fails to increase the animation. We attempt but little; yet that little reaches the spine, the lungs, the muscles of the upper and lower parts of the chest, the blood and indirectly the stomach. We then teach them to rise an inch or so on the ball of the foot. This should be done without wavering, and care should be taken that, when lowering the body, its weight is not allowed to fall back upon the heel. In this position each of the intestinal organs falls into its proper place. The eyes should be fixed upon some point directly in front of the pupil. We then give movements for de-vitalizing the fingers, and the hand; and also teach them to open and close the hand very slowly, the thumb outside of, and firmly pressing, the fingers. It may be well to say, in this connection, that exercise of the thumb has a great effect upon the will. A true Delsartean will tell you that he whose thumbs turn inward is dead to every worthy thing. Be this as it may, the thumb is the index of life, and one's vitality may be measured by the strength of

the thumb and the size of the angle between it and the palm of the hand.

In the second year, we add to these, exercises for expanding the lungs and, later, diaphragmatic breathing; rising higher on ball of foot by degrees, i. e., counting 1, 2, 3, 4. This may be practiced with book on the head, when learned. Swaying movements of body: exercises for de-vitalizing the arms, the legs, and head; also for energizing arms. Here is a good one for beginners: Lift upper arm, unbend elbow, expand hand stretching fingers wide, close hand tightly. Another—raise and lower the length of the arm as a weight. Also strong leg movements, i. e., shifting weight of body from one leg to the other, with knee flexions. And an exercise for the voice, e. g., Hand on chest, repeat a phrase or the vowel sounds, using lower chest tones only. There should be no motion of upper chest.

In the third year, exercises already taught may be combined for practice. In addition, we teach diaphragmatic breathing in connection with suspended breath and tapping chest with tips of fingers, or pulling imaginary weights. Rotary movements of torso, i. e., hands loosely encircling the waist, rotate torso to the right, simultaneously rotating head to the left. Rotation is to be made by the waist, not by the thighs. Reverse, rotating torso to left, head to right. No better exercises have been devised than these two. They may also learn to turn arms in sockets; exercises for relaxing the torso; also for bending at the floating ribs. The harmonic poises e. g., Position, right foot forward, advance right thigh, bringing weight forward on right foot, incline head slightly to the right, torso inclining to the left. Then, weight backward on left foot, incline head slightly to the left, torso inclining to the right. Practice this without lifting the feet.

Lack of space forbids further delineation, but this idea may be carried out until, in the fifth or sixth year, a dozen simple movements can be combined to form an interesting and delightful exercise which will reach every nerve, organ and muscle of the body, and which can be practiced again and again without harm. Strong-arm movements that increase the heart-beat may be followed by slow leg movements that lessen it. All de-vitalizing exercises tend to draw the vital force back to the centers.

We confidently expect that physical culture will speedily be dignified by being made a requisite part of school education. To leave it to the teacher's option is to place it in the category of the non-essentials. More time than our present duties permit should be devoted to training the body. A little surgery in the course of study would be greatly to the advantage of pupils, and doubtless such a proposition from teachers would be acceded to readily. After years of systematic and intelligent practice of such gymnastics as are proposed, children will leave school stronger and healthier than when they enter, and well equipped physically, for the duties of life.

PROMOTIONS.

By SUPT. C. H. MORRIS.

The prominence that, until recently, has been given to examinations as the basis for promotion in our public schools, led Jules Simon to characterize them as the chief end and aim of most of our teaching. "We do not," he says, "prepare our pupils for life, but for examinations."

It is now considered a pedagogical axiom that the teacher should aim to develop the individual, or lead him to develop himself, to put him in possession of all his faculties. The real test of the efficiency of such training is applied only after the pupil leaves the school to take up his life work. Indications of it are, of course, given while yet in school, but they cannot be written down on paper to be marked by an inflexible standard of per cents. Daily association with him can best show if he has gained strength where he was weak, if he has made honest effort to reach a higher plane, if he has gained in honesty of purpose and nobility of action; results which cannot be estimated by any mathematical rule.

Teachers who have the dread of the annual or semi-annual examination constantly before them, as those must whose work is to be estimated by the success or failure of their pupils in receiving high marks in such tests, cannot do the best work. In order to accomplish successful work, teachers must have all freedom possible, together with sympathy from parents and school officials, and a feeling that their hearty, honest efforts will be appreciated. The examination tends to drag the teacher down; her work deteriorates in consequence; and

memoriter rote-work takes the place of thoughtful interest in the pursuit of knowledge.

A correct answer may show whether certain facts are remembered, but it cannot prove that the knowledge is so assimilated and made a part of the child's own equipment that he can make use of it. It is not an evidence that it is the result of diligence, mental application, and vigor.

As a stimulus to better work, experience generally shows that the ones most stimulated are those that need it least, the delicately-organized, sensitive, conscientious children, while the stolid, indifferent, lazy, and happy-go-lucky are not roused to much, if any, greater activity and carefulness. The work done by the children and teachers will tend to the one end of passing well the examination, while the many opportunities for impressing the moral lessons, or discussing important timely topics of current events, will be neglected. Those subjects to be examined will receive the lion's share of time and energy.

The one question that we ought to ask ourselves in determining a pupil's fitness for promotion is, "Will the promotion be of advantage to the child in every respect?" In such a consideration the personal wishes of the teacher, and the fond prejudices of an over-indulgent mamma must be set aside. The teacher who has worked a whole year with a class certainly knows the capacity of each member sufficiently to tell whether he is ready for advancement to the next grade or not. If she cannot do this her powers of observation and discrimination must be weak, and the school-room is no place for her.

After five years of freedom from the evils of written examinations for promotion, I am not ready to return to the old ways, and none of the teachers desire to go back. Since their abandonment promotions have been made with less friction, parents are better satisfied, and in no respect has the evenness of classification suffered. A conscientious, discriminating teacher, and a well defined (but not inflexible) course of study are sufficient witnesses of the fitness of a child for higher grade work.

That we might have some record for reference in case of need, the teachers have recorded each month their estimate of the work of their pupils. These records are kept at the central office, and are a convenience in such cases of dispute as occasionally arise between a disappointed parent and the teacher. The ruling of the book is as follows:

Report for the Month.

Grade _____ of _____ 189 _____

School. _____ Teacher.

NAME	Age	Sessions Absent	Applic'n	Deficiencies	Scholarship	Remarks
1						

By leaving a sufficient number of pages at the beginning of the year between the records of the different schools, the names need be written only once a year, and the labor of record-making thus reduced to a minimum. The estimates are made as *excellent, good, fair, poor, and very poor*, using the initial letter of the word, or the figures one to five inclusive to stand for the words. By application is meant the diligence with which the pupil works, and whether his method of study be good or bad. No record for each study being kept at the central office, the column headed deficiencies enables the teacher to indicate subjects of special weakness when the general work is better than *poor*.

A point of the greatest importance in every school is to keep the parent informed of the quality of the work done by his child, and to do this, reports should be sent home occasionally. A child should never be put back a grade without the parent is fully aware of the necessity for it.

With some other basis for promotion than the examination, the latter is free then to take the place intended for it, viz., to indicate to the teacher wherein the teaching has not been understood, thus suggesting points for review; to cause the pupil to think of, as a whole, the topics that in daily work have been treated in part. For such purposes examinations are very helpful, and should be employed to a considerable extent. A paper sent to a school by principal or superintendent may also call the attention of the teacher to some points that have been overlooked in her teaching, and, by the suggestiveness of the questions, give opportunity to strengthen the weak places in her instruction. Unless written tests have some such purpose, it is hard to see any reasonable excuse for their use in schools. But with some such purpose they are of valuable service.

A LUNCH AND A MORAL.

Recently a stranger found herself in a notable institution of learning at the hour of noon. She wished to remain through the first afternoon period; in the meantime she was decidedly hungry, and was glad to hear that there was in the building a counter at which eatables were sold. Arrived there, she beheld a display consisting entirely of cake, of nearly every kind, she thought, but there was nothing else to be seen, nor to be had. There was nothing for it but to lunch dismally on two frosted cakes. A sandwich or a roll would have been grateful. A cup of bouillon quite inspiring. As she ate, the hungry woman moralized or grumbled; probably her unsatisfied appetite made her cross.

Strolling through the corridors and class-rooms, sitting and standing in groups, were troops of bright-faced young girls, nearly every one with cake in her hand. Perhaps some of them were in the situation of the stranger who found herself obliged to lunch on cake or not at all. But this can hardly have been the case with all of them.

At all events, if the demand of the majority had been for something more substantial, or at least more wholesome, than cake the supply would have been forthcoming.

The trouble did not begin with the objectionable cake-counter; we must look for its origin elsewhere.

Probably it began in the homes where many of these girls were, as some writer despairingly remarks, "fed on our hot, sweet, soft food," perilous to teeth, digestion, and health generally. It is hard to remedy this state of things by text-books and hygienic talk, yet, since the appetite and the cake-counter are both in existence, we must deal with them as best we can.

If we could but inspire our girls with the idea that it is a glorious, as well as a convenient, thing to be thoroughly healthy in body and mind! Surely, enthusiastic and impressive girlhood is a good time for cultivating even wholesome physical appetites.

PHYSICAL DEVELOPMENT OF CHILDREN.

More attention is being given to the physical development of school children; it is an interesting and important field of research. In Denmark and Sweden it has been the custom for many years to weigh and measure the school children every year. Out of 15,000 boys and 8,000 girls the results are stated to be by Dr. Keys of Stockholm: "In the seventh or eighth year of life boys grow considerably in height and in weight, after which a delay sets in which reaches its maximum in the tenth year and lasts till the fourteenth year, when a considerable acceleration of growth suddenly sets in. This acceleration lasts till the end of the seventeenth year. Its maximum is in the fifteenth year. The acceleration is at first in height and later on in weight, gaining its maximum in the latter in the sixteenth year. At the end of the nineteenth year bodily development of youth seems to end. In girls the course of development is quite different. The decrease in growth after the eighth year is not so great as in boys and yields in the twelfth year to a rapid increase in height. The acceleration in the increase in weight comes later, but outstrips it in the fourteenth year. In the seventeenth or eighteenth year the increase is but slight. The increase in weight, however, sinks to zero almost in the twentieth year, when the growth in women may be regarded as ended." "In the spring and summer the child grows more in height, while in the autumn and winter it increases more in weight." It appears that boys grow faster than girls in weight and height till the eleventh year, then more slowly till the sixteenth, and then faster again. These points are observed in all parts of Sweden and Denmark. How is it now with the health of school children during the development of puberty? It appears that 40 per cent. of the 15,000 boys in the high schools in Sweden were ill; that 14 per cent suffer from habitual headache, 13 per cent. from chlorosis." We ought to adapt our demands on the youthful organism to its strength and power of resistance during the various phases of development, to promote the health and vigorous bodily development of youth better than we do now. I therefore indorse, from the bottom of my heart, the words which Johann Peter Frank, the father of school hygiene, uttered a hundred years ago: "Spare their fiber still, spare the forces of their minds, do not waste the energies of the future man in the child."

THE SCHOOL ROOM.

FEB. 21.—SELF AND PEOPLE.
FEB. 28.—DOING AND ETHICS.
MAR. 7.—LANGUAGE AND THINGS.
MAR. 14.—EARTH AND NUMBERS.

THE LAZY GRINDERS.

By M. A. CARROLL.

(The teacher can make the following article the basis of a talk with pupils on the different parts of the body mentioned, calling the teeth *grinders*; the stomach, the upper and the duodenum, the lower, work-shop; the lungs, the laboratory; the heart, the force-pump; the stomach, blood vessels and the lymphatics, carriers; and the nerves, telegraph wires. As far as possible lead the pupils to make the comparison, or, at least, to fully comprehend its suitability, as, "If I should touch the hot stove the pain would send a message of danger to my brain, over the little nerve fibers in my arm, quicker than thought. What way have we of sending messages to different places very quickly?" etc.)

I am thinking of a house that is constantly being built up and pulled down again, all at the same time; that is, old material is being taken out of its walls and new built in. In some of these houses there is more building up than tearing down and in some the tearing down goes on too fast. There are many kinds of workmen living in such a house and helping to build it, and if each does not do his own work everything goes wrong.

Upstairs live the grinders as they are sometimes called, though you may think it a strange name, for their business is not to polish and sharpen, but to cut up building material into fine pieces and, in doing this, they keep themselves sharp. After this is done the material is passed down through a tube and a trap-door into the upper work-shop where there are two sets of workmen, some of whom turn it over and over and knead and churn it into a mass, while others pour upon it a fluid that partly dissolves it. Little workmen, whom we may call carriers, now take part of this material that is ready for them and carry it all over the building. Then through another trap-door, the remainder is let down into the lower workshop, where other fluids are poured upon it. The building material is of a great many different kinds, but by the time all these workmen have done their parts it is changed into a milky-looking fluid. A strange substance to build with, you will say! It is sent through a long passage-way with many windings and another shorter and wider one; and, as it goes, another set of little carriers are taking it away, bit by bit, to a tube, leading into another where there is a dark fluid into which the milky substance is poured. The two unlike fluids are then taken into a wonderful place which we may well call the laboratory of the building.

A laboratory, you know, is a chemist's work-room, where he sometimes takes very ordinary-looking liquids and powders, and by mixing them, forms compounds which foam and burn and form beautiful crystals and bright colors. Something as strange happens in this laboratory, for the mingled fluids change their color and become bright scarlet, though all that is done is simply to expose them to the air! The liquid then goes into the engine room where a strong force-pump rapidly sends it into little tubes all over the building. Strange to say each part takes from this scarlet fluid just what it requires for building. It makes solid walls, strong cords and pulleys, soft cushions, and smooth covering, delicate telegraph wires, clear windows, and other wonders. You remember that we said in the first place that this work could not be well done unless each set of workmen did its own part thoroughly. Now in a certain building of this kind, the grinders were lazy and did not half do their work. The consequence was that the building material was sent down into the upper work-shop in rough pieces, much larger than the little workmen there were accustomed to handle. Those who turned it over and over worked until they were quite tired out, and their companions kept pouring on the precious fluid until it seemed as if they must use it all up. The carriers for this work-shop grumbled that there was so little material for them, and finally both sets of workmen decided that they could do no more and sent the mass half kneaded, and still in a very rough state, into the lower work-shop. They are a slow and patient set there and they kept on, pouring out their fluids and doing the best they could, but it was hard work. The end of it all was that a great deal of good material was thrown away, the workmen were tired and out of sorts, and not nearly so much building was done that day as there ought to have been. All this happened because the lazy grinders in the upper story did not do their work! If this should happen very

often the little workmen of the upper and lower shops will be worn out long before their time. The telegraph wires will carry sad messages of pain to the owner of the house, and the whole building will show that it is in poor condition.

DIGESTION.

(Report of a lecture given by Mrs. Hope to 2nd and 3rd grade pupils at grammar school 41. Miss E. Cavanaugh, principal.)

The first process is mastication or chewing when the food is ground up by the teeth and becomes mixed with the saliva. Is it necessary to grind up the food thoroughly?

"Yes, because the stomach has a very delicate lining. The teeth last longer if used. In mastication some of the starch in food becomes changed to sugar."

After the food is ground up, what happens?

"It passes into the esophagus or gullet."

In swallowing, the food passes over the wind-pipe; why does it not fall in and choke us, as it would do if this were to happen?

"Because the opening of the wind-pipe has a little cover which shuts out the food."

In passing through the esophagus does the food merely slip down into the stomach?

"No, it is pushed down by the muscles."

What is the opening from the gullet to the stomach called? Remember it is near the heart and takes its name from that.

"It is called the cardiac opening."

The stomach is a hollow bag. It has three coatings, the inner mucous membrane, the muscular coating, and the outer membrane. In the mucous membrane are little depressions all filled with the gastric juice. This fluid acts upon the albuminoids—eggs, milk, meat, etc.—which are all digested in the stomach. The gastric juice contains a peculiar substance called pepsin which acts upon the albuminoids changing them into a pulpy mass called chyme. The temperature of the stomach is about 100°; if it is much lowered by drinking a great deal of ice water, for instance, digestion cannot go on. The mucous membrane of the stomach has many little blood vessels and it is warmed by the blood, which during digestion rushes to these and away from the brain. This is why we should not work our brains too hard immediately after a hearty meal. If we do so we are asking the blood to go to two places at once. After the food has been acted upon by the gastric juice and turned over and over by the muscular action of the stomach and thus changed into chyme, it passes through a little gate-like opening called the pylorus into the small intestine or duodenum. Here it is acted upon by the bile and the pancreatic juice and the fats, which have passed through the stomach unchanged, are digested. After this change the chyme is called chyle. It is now ready to nourish the body and is taken up or absorbed by tiny little vessels; is carried to the thoracic duct from which it is poured into a vein on the left side of the chest near the heart. The blood flows through the heart into the lungs, where it is purified by the oxygen of the air, back into the left side of the heart and thence is sent over the whole body. It carries building material for every part and, strange as it seems to us, each part takes from the blood exactly what it needs.

THE BODY AND WHAT BUILDS IT.

(Report of a lesson given in the primary department of school No. 10 Brooklyn. Leonard Dudley, principal; Miss Davis, head of department.)

The children rise and name the different parts of the body, touching them as they are spoken of.

"The parts of the head are the crown, the back, the sides, the face, and the ears."

"The parts of the face are the forehead, eyes, nose, chin, lips, temples, and cheeks."

"The parts of the trunk are the chest, shoulders, sides, and back."

"Parts of the arm are the upper-arm, fore-arm, and elbow-joint."

"The parts of the hand are the back of the hand, the palm of the hand, the fingers, and the knuckles."

"Parts of the leg are the thigh, the hip-joint, and the knee."

"The foot has an instep, sole, toes, joints, and ball."

What do we breathe?

"We breathe air."

Where is the air?

"In this room."

Is it not outside and everywhere? Then what do we say about it?

"THE JOURNAL is on the right track; it is a source of constant inspiration to me in my work."

Hannibal, Mo. L. MCCARTNEY, Supt. of Schools.

"The air is everywhere."
 When we breathe where does it go?
 "It goes through our nostrils into our lungs."
 Where are the lungs?
 "In the trunk" (pointing to chest).
 What happens if you cut your finger?
 "It bleeds."
 Where is the blood?
 "All through our bodies."
 What makes blood?
 "What we eat and drink."
 Where does it start from?
 "It starts from the heart."
 Of what is your whole body made?
 "It is made of bones, covered with flesh, covered with skin."
 About how many bones are there in the body?
 "There are about 200 bones in the body."
 Where are the smallest bones of the body?
 "The smallest bones of the body are in the ear."

A LESSON IN POLITENESS.

[A large boy met the teacher and neither bowed, nor spoke; he did not look at her. Next day she asked him to bring her a book, thanking him politely as he laid it on her desk. She then asked the children:]

Why did I thank Henry for bringing me the book?
 "Because it is polite to do so."
 Yes, but why should we take pains to be polite?
 "It is kind to others." "It is right to behave politely." "It makes people happy."

Yes, politeness is *kind* and *right* because it makes people happy; that is the first and best reason for good manners, but even if we were quite selfish, we should still find them to our own interest; that is, if we wish people to think well of us, and I believe that all of us wish that. though we may sometimes pretend that we do not care. Strangers always judge of us by our manners, and very little things lead them to form a good or bad opinion of us. The boy or girl who quietly places a chair, opens a door, or even picks up a handkerchief, shows what we call good breeding, and makes a good impression. It is very important to any one who has to make his own way in the world to have agreeable manners. A boy applying to a merchant or a banker for a situation is much more likely to be accepted if his behavior is polite and easy. He appears more intelligent, and then his busy employer will have no time to teach him how to conduct himself toward those with whom he comes in contact; a rude or stupid person will not do. The best thing to remember about politeness is that it is "kindness in little things." If we bear this in mind, and are truly thoughtful of others, we need not be afraid if we do not know all the rules of what is called etiquette.

A HISTORY TALK.

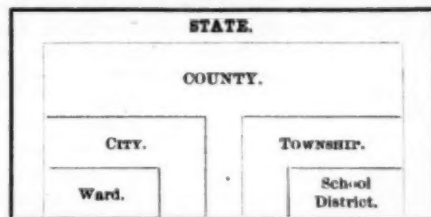
[Report of a lesson given at the East River Industrial school, to fifth grade primary children.]

What country do we live in?
 "America."
 Who discovered America?
 "Columbus."
 What do you mean by discovered?
 "Found. Columbus found America."
 Was Columbus a poor or a rich man?
 "He was a poor man."
 What did he do to earn a living?
 "He made maps."
 Where do we find maps?
 "In geographies."
 What did people think about the world in the time of Columbus?
 "They thought it was flat, and that if any one went far enough he would come to the edge, and could jump off."
 What did Columbus want to do when he started on his long voyage?
 "He wanted to find India."
 What was India?
 "A rich country, where merchants got many precious things."
 Then people already knew how to go to India, so what did Columbus think he could do?
 "He thought he could find a shorter way, because he believed the world was round, and that he could reach India from the other side."
 You said Columbus was a poor man; who gave him money to make this voyage?
 "Queen Isabella, of Spain."

CIVIL GOVERNMENT.

THE STATE.

In a previous article it was said that our government consisted of a wheel within a wheel, an arrangement which it is very hard for foreigners to understand. Our own voters should try to thoroughly understand the system, else they will not know whether the men elected by them are doing right or not. We have previously considered the school district, town, and county as parts of this system of government. We now come to another division—the state. Our diagram might have consisted of concentric circles, as embodying the idea of the "wheel within the wheel," but as we begun with rectangular figures, we will continue them as follows:



From this may be seen at a glance the place a government occupies in the series. The voters of the township may decide certain things for themselves, but these decisions must not interfere with the regulations of the county board. The city also may make laws for its own citizens, which must not conflict with the county laws. Then above the county comes the state. This, like the others, has its legislative, judicial, and executive branches.

It is necessary to note that the state has a written constitution, or body of laws—sometimes called the supreme law—with which no legislative act may conflict. For what purpose does the legislature meet? What are its branches called? Of how many members is the senate composed? The lower house? How are they chosen? Then to whom are they responsible for their acts? What course should voters take if they fail to do their duty? What county, counties, or parts of a county, does the senator from your district represent? The member of the lower house? What work is done by legislative committees? Explain why a bill must pass both houses.

We suppose that every pupil knows who the highest officer in the state is. The governor is known as the executive officer. He does four very important things: (1) Sends a message to the legislature when it begins its session, recommending the passage of certain laws; (2) commands the militia, and as such aids the sheriffs of the several counties in quelling riots, or the president of the United States in case of war; (3) pardons such criminals as he thinks merit it; and (4), in all states except Rhode Island, Delaware, Ohio, and North Carolina, has power to veto acts passed by the legislature. In thirteen states he can veto items of a bill and approve of the remainder. This is the governor's most important power; by it he can prevent the passage of a bad law, as a two-thirds vote is necessary to pass it over his veto, and this can rarely be obtained if the measure is very bad. (Get the state constitution, which may be found in the legislative manual, and find out what the powers and duties of the governor and other officers are in your state.)

In the study of the county we found that it had different kinds of courts. There are also what are known as circuit courts, in which the judges hold court at county towns in several counties—in one county one month, in another the next, and so on. Then there is the court of appeals, to which cases from the lower courts may be taken, and in which all cases covered by state laws are finally decided. The state courts have another important duty, and that is to decide whether new laws conflict with the state constitution. If they do, the court can declare them void. Thus a bad law may pass both branches of the legislature, and get through on a two-thirds vote in spite of the governor's veto, but the courts may kill it by declaring it unconstitutional. You see what wonderful provision was made for preserving the liberties of the people. When there are so many safeguards we feel sure the constitution will be obeyed. Sometimes the constitution itself is changed, but not until after much discussion, and the consent of the voters.

What are the duties of the lieutenant-governor, if there is such an officer in your state? Of the secretary of state? Of the attorney-general? Name some of the state boards? What state institutions are there? What officers may the governor appoint?

SUMMARY.

1. The order of political divisions, so far considered, is—school district, township, county, state; or the corresponding series—ward, city, county, state.
2. The state has a constitution, or supreme law.
3. The legislature meets to make laws.
4. The governor's most important power is that of veto.
5. State courts form a complete system, the chain ending with the court of appeals. They decide whether laws are constitutional.

[If the previous lessons have been thoroughly studied and discussed, no trouble will be had with this one on the state. Ask your member of the legislature to get a legislative manual for you. It will give a great deal of information about the state and its institutions. Study the constitution well.]

STORIES IN HISTORY AND GEOGRAPHY.

A great deal has been said in this paper about stories for young children, and a great deal more ought to be said, or at least, so much done and said that teachers will heed the words and go to work in the right way. But they must be for a purpose. Let us see what this purpose is. And first, in geography, they fix the knowledge of the place. London means nothing, Rome means nothing. Latitude and longitude mean nothing; in short, books mean nothing until they are interpreted. How can London be interpreted? First, by pictures. The more the better, if they are correct. These can be obtained from books, but better by photographs. A stereopticon with a good calcium light is a most important adjunct to the teaching of geography. If each school had a hundred pictures on glass that could be cast on a screen, adapted to the geography class, it would be a grand thing, but pictures from papers and books can be made to do excellent work. A good picture is a story if properly used. Successful teachers know this fact.

In history the same course can be pursued, and here the story becomes exceedingly important. Take the work of Charlemagne, for example. Tell how he built a magnificent palace, with mosaic pavements from Italy; with gates of brass, and marble walls; with innumerable halls and galleries, a library, a college, a theater, and baths in some of which a hundred could swim at once. Tell about his chief educator, the great Irishman, Alcuin, at the head of his Royal college when education began again to flourish, and through whose influence every province in all Charlemagne's kingdom had its college or school.

Take the Crusades. How many exceedingly interesting incidents can be collected concerning them. What a wonderful man was Peter the Hermit! He visited Jerusalem. Indignant at what he saw there he returned to Europe and commenced to preach the first Crusade. He was a fleshless specter, clad in mean garments, with bare head and feet, and staggering under a heavy crucifix, but he uttered the war-cry, "Save Jerusalem!" that called together an army of 300,000 men, women, and children. What a wonderful thing was the first Crusade! Tell it.

TREATMENT OF BURNS.

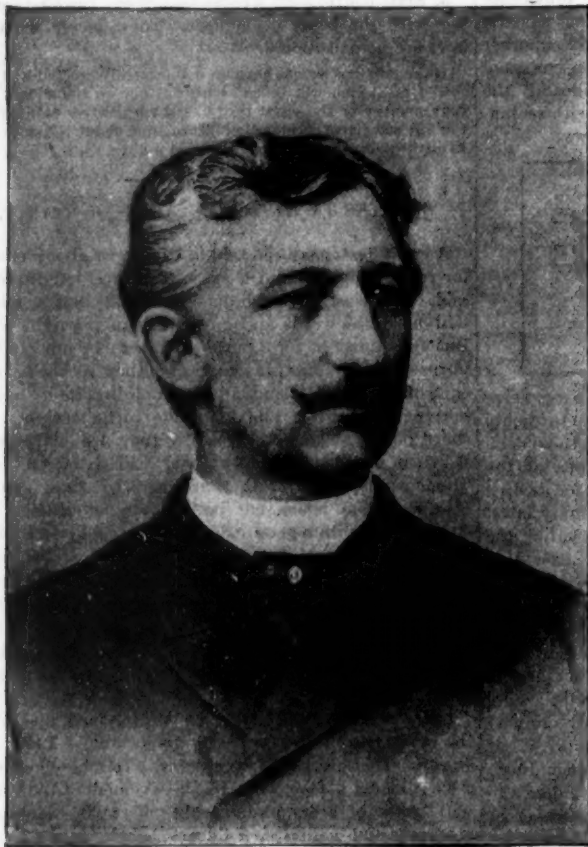
[A boy had burned his hand while putting wood in the stove. The teacher applied cold water till the smarting ceased and then bound it up in a handkerchief. She asked the pupils:]

Why should we cover up a burn? "To keep it from taking cold." "Because the skin is easily broken and then the hand would be very sore." Yes, those are good reasons, but the principal one is to keep the air away from the burn. Usually this is all the treatment that is needed. We may put a little harmless salve on the cloth with which the burn is covered, but that is only to keep it from sticking to the skin. It does not draw the fire out, nor "make the burn heal;" nature must do that, only we may take care not to do any more damage. Sweet oil is a very good dressing for more severe burns, or they may be bandaged with cloths soaked in water to which as much cooking soda as will dissolve has been added. The dressing of a burn should be allowed to remain until it becomes stiff, and then removed very carefully. Flour may be shaken over a burn to shut out the air.

It is important to know how to put out fire quickly. Never run about if your clothes take fire, but lie down on the ground and roll over and over, or snatch any heavy woolen thing, like a blanket or mat, and wrap it about you. This will smother the flames, while running for help would only fan them into fiercer life and you might be fatally burned. Try to do the same thing if you should ever be with anyone to whom such an accident has happened. After you have partly smothered the flames, you may pour on water to finish the work, but never wait to do this in the first place. Persons who have been severely burned should be carried into a warm room, their clothing cut to pieces and removed very carefully, and a doctor summoned.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



WILL CARLETON.

FIRST PUPIL.

Will Carleton, the popular lecturer and poet was born in Hudson, Michigan, in 1845. His father had moved from New Hampshire and cleared a farm for himself. He was a hard working man fond of reading, and had an ambition to give his children a good education. Will was an apt scholar, willing to walk five miles daily to attend the district school. Besides the usual branches taught there he managed to pick up a little Latin and Greek. The mother was a good, cheerful woman who made a pleasant home in the wilderness, and was fond of reading and writing poetry.

SECOND PUPIL.

While young Will was trudging to school over country roads, rhymes were constantly running in his head. His first poem was written at the age of ten, and it was a rhymed letter to an absent sister. His sister had written a little for magazines, and the young poet intended to show her that she did not possess all the genius of the family. The letter contained a lot of doggerel about the family, the farm animals, and the neighbors. The sister was much pleased with it, and praised the author enough to turn his head.

THIRD PUPIL.

The next ambition that seized him was to be a lecturer. One or two lecturers had come to the little village and Will thought the lecture field was his place in life. He used to speak for hours to the sheep and cattle in his father's barn, and often the horses had a long rest in the furrow while the young orator addressed them. One old horse did not appreciate its privileges, for it persisted in going to sleep. The father suspected that Will did not always attend strictly to business, and one day he appeared on the scene and put an end to the performance. Years after, when the son began to earn a hundred dollars a night, the father confessed that there was some use in lecturing.

FOURTH PUPIL.

As he grew older he was still hungry for an education. The high school course was finished, and after that he taught school and saved money, so that he was able to

enter Hillsdale college at the age of twenty. Three years later in his junior vacation he tried to raise some money by reading a political campaign poem called "Fax." A little hall was hired, and placards posted around the town. The lecture made a decided hit, and was repeated in a larger hall. That was the beginning of his great success. For many years he has stood before large audiences in America and Europe.

FIFTH PUPIL.

His first volume of poems was published at his own expense, and nearly two thousand copies were sold. Many of the poems were written with a purpose. The popular "Betsy and I Are Out," came into his mind one day while listening to a divorce suit. "Over The Hill to the Poor House" was suggested by a talk with the inmates of a poorhouse. These and many others of his poems teach wholesome lessons.

SIXTH PUPIL.

"Farm Ballads" appeared in 1878, "Farm Legends" two years later. In 1876, "Young Folk's Centennial Rhymes" was published, and "Farm Festivals" in 1881. Four years later "City Ballads" were ready for an eager public. Some of the most popular poems are "Rob, the Pauper," "The First Settler's Story," "Our Traveled Parson," "The Boy Convict's Story," etc., etc.

SEVENTH PUPIL.

Will Carleton is a tall, good looking man who is fond of an out-door life. His home is in Brooklyn, N. Y., and his study is in an upstairs room where he spends his mornings in hard work. He is still a young man and we may expect much more excellent work from him. His influence is always on the side of right and justice, and his poems and lectures have done a large amount of good.

WASHINGTON'S MAXIMS.

Arranged by PROF. GRAYBILL, Rogersville, Tenn.

A.—Associate yourself with men of good quality if you esteem your own reputation, for it is better to be alone than in bad company.

B.—Be not hasty to believe flying reports to the disparagement of any one.

C.—Control your temper at the table, whatever happens; and if you have reason to be angry, show it not. Put on a cheerful countenance, especially if there be strangers, for good humor makes one dish a feast.

D.—Detract not from others, but neither be excessive in commending.

E.—Every time you advise or reprehend any one consider whether it ought to be done in public or in private, presently or at some other time; also in what terms to do it, and in reproving, show no signs of choler, but do it with sweetness and mildness.

F.—Flatter no one, neither play with any one that delights not to be played with.

G.—Gaze not on the marks or blemishes of others, and ask not how they came. What you think, speak not before others.

H.—Haste not to relate news if you know not the truth thereof. In talking of things you have heard, name not your author always. A secret disclose not.

I.—In writing or speaking give every person his due title, according to his degree and custom of the place.

J.—Jest not when none take pleasure in mirth. Laugh not aloud, nor at all without occasion. Deride no man's misfortune, though there seem to be some cause.

K.—Keep to the fashion of your equals such as are civil and orderly, with respect to time and place. In your apparel be modest and endeavor to accommodate nature, rather than to procure admiration.

L.—Let your countenance be pleasant, but in serious matters be somewhat grave.

M.—Mock not nor jest at anything of importance; break no jests that are sharp or biting; and if you say anything witty or pleasant abstain from laughing thereat yourself.

N.—Never be forward, but friendly and courteous, the first to salute, hear, and answer, and not pensive when it is the time to converse.

O.—Obey your natural parents; and when you speak of God or His attributes let it be seriously, in reverence and honor.

P.—Play not the peacock, looking everywhere about

you to see if you be well-decked, if your shoes fit well, and your clothes handsomely.

Q.—Question not to know the affairs of others, neither approach to those that speak in private.

R.—Read not letters, books or papers in company; but when there is a necessity for doing it you must ask leave; look not nigh when another is writing a letter.

S.—Speak not when others speak, sit not when others stand, walk not when others stop.

T.—Think before you speak; pronounce not imperfectly, nor bring out your words too hastily, but orderly and distinctly.

U.—Undertake not what you can not perform; but be careful to keep your promise.

V.—Vile words should not be used either in jest or in earnest. Scoff at none, although they give occasion.

W.—When another speaks, be attentive yourself, and disturb not the audience. If any hesitate in his words, help him not, nor prompt him without being desired; interrupt him not, nor answer him till his speech be ended.

X.—Example is more powerful than precept; wherein you reprove another be unblamable yourself.

Y.—Your discourse with men of business should be short and comprehensive.

Z.—Zealously strive to keep alive in your breast, that little spark of celestial fire called conscience.

MONTH OF FEBRUARY.

Feb. 5.—OLE BULL, b. 1810.

Feb. 7.—CHARLES DICKENS, b. 1812.

Feb. 10.—JOHN RUSKIN, b. 1819.

Feb. 18.—CHARLES LAMB, b. 1775.

Feb. 22.—JAMES RUSSELL LOWELL, b. 1819.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each.

OLE BULL.—A celebrated violinist, born at Bergen, in Norway. When a mere baby he showed his fondness for music, and when only four years old he begged his uncle for a violin, which he used to kiss. At eight he had a good music teacher, and from that time his progress was wonderful. It was a long time before he could support himself by his music, and in the meantime he came near starving. At last he had a chance to play at a great concert, and from that time his fame was made. He traveled all over the world giving concerts, and winning the love of all who heard him. He died at his lovely island home in 1880.

CHARLES DICKENS.—A well-known English novelist. He was very poor when a boy, and many incidents of his life are told in "David Copperfield." His first book, "Sketches by Boz," was published when Dickens was only twenty-one. His other novels are "Pickwick Papers," one of the most humorous books in the language, "Our Mutual Friend," "Oliver Twist," "Old Curiosity Shop," "Little Dorrit," "Dombey & Son," etc., etc. Dickens was for many years editor of *Household Words*, a popular magazine. He died June 9, 1870.

JOHN RUSKIN.—An English artist and critic. He first attracted attention by his book on "Modern Painters," in which he maintained the superiority of modern artists to the old masters. He is the author of many excellent books; among them are "Stones of Venice," "The Seven Lamps of Architecture," "Sesame and Lilies," etc. He is at present in very poor health, and his work is done.

CHARLES LAMB.—An English essayist and humorist. His most popular works are the "Essays of Elia." For many years he had a position under the government, and wrote to help out his salary. His life was a sad one, through the insanity of some members of the family. His sister Mary, to whom he was much attached, was quite a gifted writer, and assisted him in the "Tales from Shakespeare." Lamb wrote some poetry, but his fame rests on his prose works.

JAMES RUSSELL LOWELL.—One of our most popular authors, a poet, prose writer, editor, and humorist. His home in Cambridge was near Longfellow's, and the closest friendship existed between them. His most ambitious poem is "The Vision of Sir Launfal," but there are many shorter ones that are "household words." His "Biglow Papers" are perfect specimens of humorous writing. Among his prose works are "My Study Windows," and "Among my Books," volumes of essays on literary subjects. He has served as minister to England.

IMPORTANT EVENTS, ETC.

Selected from OUR TIMES, published by E. L. Kellogg & Co.: price, 30 cents.

NEWS SUMMARY.

FEBRUARY 8.—A blizzard in the Northwest.—Chinamen celebrate their New Year (5781).—Success of government forces in Chili.

FEBRUARY 9.—Rudini's Italian cabinet filled.—New Orleans carnival opened.—Strike of 16,000 men in the Pennsylvania coke regions.

FEBRUARY 10.—A reciprocity treaty made with Venezuela.

FEBRUARY 11.—Naval appropriation bill passes the U. S. senate.—Mr. Parnell still refuses to yield.

FEBRUARY 12.—Canadian farmers favor freer trade with the United States.

FEBRUARY 13.—The French committee of defence of the export trade protests against the government's policy of protection.—A mob attacks Clark's thread works in East Newark, N. J.

FEBRUARY 14.—Arrangements for a procession of 12,000 G. A. R. men at Gen. Sherman's funeral in New York. The interment at St. Louis.

FEBRUARY 15.—The British steamer *Thomas Turnbull* disabled by colliding with the German steamship *Indra* in a fog near Cape Henry.

GEN. SHERMAN PASSES AWAY.

Gen. William Tecumseh Sherman, the last of the trio of soldiers of the Civil war who received the rank of general, died February 14 at his home in New York City. He entered West Point at the age of sixteen, was graduated sixth in his class in 1840, was appointed a lieutenant in the army, and served in Florida, South Carolina, and during the Mexican war in California. In 1853 he resigned from the army, thinking that it offered small chance for promotion, little dreaming of the great struggle that was coming, and the prominent part he was to bear in it. He began the practice of law in Leavenworth, Kan., in 1858, but about a year after gave it up to take the superintendency of a military academy in Louisiana. At Bull Run he was a colonel in command of a brigade, and soon after was given command of the army of the Cumberland. Then he took part in the operations on the Tennessee river, and prevented a Federal defeat at Shiloh. Sherman assisted in the assault and capture of Arkansas Post, and in the siege of Vicksburg. He also bore a leading part in the operations around Chattanooga. When Grant was given command in 1864 of the U. S. armies, Sherman was assigned to the division of the Mississippi. With 100,000 men Sherman marched toward Atlanta, Gen. Johnston retreating as he advanced. Then followed the "march to the sea," and the still more wonderful march northward, causing, in conjunction with the operations of Grant and Sheridan in Virginia, the end of the war. When Grant became president Sherman was raised to the rank of general, the highest in the U. S. army. He would not accept a civil office, saying that he was bred a soldier, and should not attempt to fill an office for which he was not fitted.

DEATH OF ADMIRAL PORTER.

Admiral David D. Porter died in Washington February 13. He was the son of Commodore David Porter, who was the terror of the British navy in the war of 1812, and was born June 8, 1813. After cruising with his father for pirates in the West India seas they both entered the Mexican service; the son re-entered the U. S. navy in 1839 as midshipman. For twelve years he was out in the Mediterranean and on the U. S. coast survey. He took part in every engagement on the coast in the Mexican war. Then he commanded mail steamers running from New York to the Isthmus. Porter commanded the *Powhattan* that blocked the Southwest pass of the Mississippi. He co-operated with Farragut in the operations against New Orleans, and after the surrender took part in operations on the Mississippi, especially Vicksburg. In the reduction of Arkansas Post he co-operated with Sherman, and afterward bombarded Grand Gulf. In 1864 he bombarded Fort Fisher and other works on the Cape Fear river, so disabling them that the land forces under Gen. Terry were able to take them. After the war Farragut and Porter were made admiral and vice admiral, and on the former's death Porter became admiral, a rank he held until his death. Tell about the capture of Vicksburg. Give a short account of the taking of Fort Fisher.

THE NEW SOUTH.

The advance made in what is termed the "new South" has been so rapid that few people, especially at the North, realize it. Vast regions that a few years ago were devastated by war now have thriving farms, paying manufactures, and populous cities. Chattanooga, a great railroad center, already has about 45,000 residents, and engages in almost every form of staple manufacture. One may now journey in a Pullman car to the very summit of Lookout mountain, where once rival armies contended above the clouds. The obstructions to large vessels have recently been removed from the Tennessee river; this will be of vast benefit to Chattanooga. Agriculturally northern

Georgia and Alabama have made wonderful strides. There are many important and growing towns, such as Huntsville, Decatur, Sheffield, Tusculumbia, and Florence. Memphis has recovered from the effects of yellow fever and now has great traffic along the river front, fine business streets, and charming suburbs, and a population of 65,000. Birmingham is a rapidly growing city in the midst of a region of iron and coal deposits. Mobile is a busy place to which comes down a great freightage from the Tombigbee and the Alabama rivers, which is shipped to New Orleans and other places. We might mention other points, but we think these are sufficient to show the wonderful business activity of the "new South."

THE AUSTRALIAN BALLOT LAW.—The Oregon legislature has passed an Australian ballot law. Washington and Montana are already in line in this reform, and Nevada is moving. What good comes from what is known as a secret ballot? What other states have passed this law?

MAIZE CROP DESTROYED.—In the Rio de la Plata districts locusts and drought have reduced the maize crop to a quarter of what it was in 1890. What season is it in Argentine now? Tell about locusts?

THE TREASURY SURPLUS.—The acting secretary of the treasury paid \$1,000,000 on account of pensions amounting to \$30,000,000 due during the quarter ending March 4. The only surplus after the payment shall have been met will be the excess of receipts over expenditures during that period, now estimated at \$10,000,000. A few months ago the surplus was over \$100,000,000. Who receive pensions?

JAMES REDPATH'S DEATH.—This noted author and agitator died in New York City from injuries received by being run over by a horse-car. His residence in Kansas and the South before the war made him a strong anti-slavery man, and he wrote several books from that standpoint. During the war he was a newspaper correspondent and after that started a lecture bureau. In 1879-80 his pen was at the service of the Irish cause. Tell about the Kansas troubles.

MORE EAST RIVER BRIDGES.—Bills were introduced in the New York legislature providing for two more bridges, one to extend from Broadway, Brooklyn, to Rivington street, New York, and the other to end in New York near the terminus of the present structure.

NEW HAVEN'S BREAKWATER.—A large breakwater is under construction in the western part of New Haven harbor. It will be 1,400 feet long, 38 feet high, and have a lighthouse on the end, and will make New Haven bay a complete harbor of refuge, this breakwater together with the one in the eastern part of the harbor giving complete safety from storms. Name some good harbors along the Atlantic coast of the United States.

ALL QUIET IN GUATEMALA.—The Guatemalans do not seem to feel satisfied unless they have a revolution on their hands. The coffee crop, however, needs gathering and they have wisely decided to attend to that before thinking about war. After that the restless spirits in Guatemala, Honduras, and Salvador may succeed in getting up another war, as there is much talk in that direction. What are some of Central America's productions?

A PROPOSED PACIFIC CABLE.—Attempts are making to have the government aid financially a scheme to lay a cable from San Francisco to Honolulu. The cable's tolls would not pay expenses as it would have to compete with the Canadian line to be laid from Victoria to Auckland. What do you think of the policy of governments aiding private companies?

THE CONSUMPTION REMEDY.—Dr. Weyl, an associate of Prof. Koch, has discovered a method of detecting in the Koch lymph the poisonous elements described by Prof. Virchow, and of eliminating them so as to produce a lymph free from bad properties.

MR. CLEVELAND ON FREE COINAGE.—The brief letter Mr. Cleveland recently wrote to the Reform club of New York is causing more discussion than any utterance that has been made for some time. He said: "If we have developed an unexpected capacity for the assimilation of a largely-increased volume of this currency, and even if we have demonstrated the usefulness of such an increase, other conditions fall far short of insuring us against disaster, if in the present situation, we enter upon the dangerous, the reckless experiment of free, unlimited, and independent silver coinage."

ALASKA'S GOVERNMENT.—Among the bills introduced in the United States senate was one providing for a temporary government in Alaska. It provides for the appointment by the president of a governor, secretary of state, United States attorney and marshal, the election of a legislative council of seven members, a lower house with thirteen members, and various courts. A delegate will be elected to congress, the same as from the other territories. What other territories are there?

OF SPECIAL INTEREST TO PUPILS.

DETECTING CRIME.—The department of justice of Canada has decided to purchase a new photographic apparatus that will be used in helping to find murderers. The invention will enable a copy to be taken of the image in the retina of the eye of a dead person.

SHIPS WITH BALLOONS.—The British admiralty has given orders that the two new gunboats now building be fitted with captive balloons. The *Formidable*, one of the most powerful of French battle-ships, is furnished with one of these balloons. When the vessel is steaming it is towed behind, being attached with block and tackle to the deck. It can therefore be drawn down and manned, and, on the connection with the deck being severed, it ascends, but is still held captive by a rope made of silk for lightness, fixed on one of the military tops. Objects twenty-five miles distant can be seen from the balloon, whereas from the deck the horizon line is only about eight miles distant. An observer in the balloon was able to follow the movements of the submarine boat *Gymnote* without losing sight of it for a single instant, although it was a very considerable distance below the water level.

ANTIQUARIES IN EGYPT.—A thorough archeological exploration of Egypt will be made, work having already been begun at Minieh, Upper Egypt. The monuments will be measured and planned, the inscriptions, sculptures, and wall paintings copied and photographed, and notes taken. The results of each year's work, with maps and translations of inscriptions, will be published in book form. This work as an aid in gaining a knowledge of the life of the ancient Egyptians will be invaluable.

BOMBAY'S HUGE DAM.—One of the greatest pieces of masonry of modern times is being built at Bombay. As the present water supply of Bombay depends upon defective works, a huge dam has been designed to enclose the watershed of the valley which drains into the sea south of Bombay. It will be 118 feet high, 103 feet wide at the base, and the roadway on top 34 feet wide. The lake of water this dam will imprison will be eight square miles in area.

INDIA'S WILD BEASTS.—In 1888 there were 22,970 people and 76,371 cattle killed by wild beasts and snakes. Of the former number 20,571 deaths were due to snake bites, 975 to tigers, 184 to leopards, 139 to wolves, 110 to bears, 57 to elephants, and the remainder to dogs, crocodiles, and other animals. The effort to reduce the mortality by offering rewards for snakes killed has failed. The government will now try the effect of destroying the cover for the snakes, near the villages.

SEAL AND SALMON.—The Fish commission is determined to exterminate the sealions at the Golden Gate. The sealions are charged with destroying the salmon. They feed on fish, to be sure, but there is no reason for believing that they are especially destructive to salmon or to any particular kind of fish. The salmon is one of the swiftest creatures that lives in the sea, and under ordinary circumstances can outstrip any seal that ever swam.

CAUSES OF FOREST FIRES.—In Maine and New Brunswick moss often occurs in great quantities in spruce and fir lands, while it avoids hardwood growths. This moss, in dry weather, will carry fire for days, and that only in a smoldering manner, liable to burst into a blaze at any time. Thus it escapes notice. The causes of fires in eastern forests are various—sometimes, but rarely, are they the result of lightning.

EXPLORING GREENLAND'S COAST.—Lieut. R. E. Peary, of the U. S. navy, has a plan for exploring the coast, which consists briefly in sailing up the west coast as far as possible in a ship, and going on thence near the edge of the ice cap until the farthest point north is reached. Thence he can go down the eastern coast—if supplies and enthusiasm hold out—until he reaches Cape Bismarck, which stands at the northmost limit of exploration on that side, as Cape Washington does on the other. This part of Greenland is covered with an ice cap 1,000 or more feet thick, the edge of which is seamed and cracked, making traveling difficult and dangerous. But just within this edge, it is as firm as marble, and stretches to the horizon, a white prairie, dazzling in full day, and reflecting rose, pink, violet, and orange when the sun is low at night. Down the slopes of this surface his light sledge would go with the speed of a toboggan, and with the aid of a sail on the level would speed merrily along before the wind.

HIGHEST LAND ON THE GLOBE.—One can go by rail from Calcutta 400 miles northwest to Darjiling. As the traveler progresses flocks of Thibet goats appear, and a hardier race of men and women are seen than those left behind on the plains of Hindustan. When Darjiling is reached, one is over 7,000 feet above the plains, and here in full view is the loftiest range of mountains in the world. The lowest peak is over 20,000 feet in height, while Everest, the loftiest elevation in the world, is 29,000 feet above the level of the sea.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

SHALL IT BE "HOW" OR "WHAT"?

The article upon "Scholarship in Geography Teaching," which appeared in THE JOURNAL of January 10, is one to cause a pugnacious tendency in many readers.

The value of broad knowledge as a preparation for teaching this branch, no one of experience would wish to dispute. The one who has traveled the length and breadth of our own and other countries, will teach geography with more enthusiasm than the stay-at-home. While the student of geology, botany, and above all history, must find in this subject what others do not.

In fact, *scholarship* in some, if not all, of the branches named is, or ought to be, an imperative demand to every teacher of geography. This seems self-evident. It is not so self-evident, however, that one with this knowledge, will not use it to better advantage in the school-room after some "pedagogical regenerating."

The article mentioned, suggests that the young teacher "learn to do by doing" as the child should. We know that, while the tiny hands are following this theory, the clay must be many times rolled back into a shapeless mass, before success is attained. The child mind cannot be returned to its original condition, but must bear the impress made upon it. Shall we then, "learn to do by doing" anything which may be learned otherwise? And is not the otherwise found in the suggestions and criticisms of those of years of experience and experiment in similar work?

The young physician who can first practice his chosen profession in a hospital, under the direction of some man of experience in this profession, is considered the one of superior preparation.

In the same way, the teacher who begins her work with some suggestions of *how* and *what* to teach comes to her work better prepared, even though her methods are "second hand." Tact will soon adapt these methods to the special needs of her pupils, and without tact she is a failure as a teacher. Nor will the use of methods suggested by others prevent the originating of methods. In fact, the young and enthusiastic teacher will be stimulated by these suggestions to find improved methods, and by constant comparison of ways and means will avoid ruts. She will not become a "made-over product," but rather, by selection and adaptation of the best from many, she will be an improved product.

(The above is written by one who has learned by sad experience the necessity of the "how in teaching."—Eds.)

MEMORY SYSTEMS.

In reply to your correspondent who asks if all memory systems are humbugs, I may say that all alleged systems claiming to be marvelous memory discoveries and instantaneous arts of never forgetting may safely be viewed with suspicion, as may also all "professors" claiming by a few lessons and within a few hours marvelously to increase the memories of gullible pupils. Men and women jump at such things because they desire to acquire in a day or an hour what is legitimately the result of weeks, months, and years of discipline. It holds true in the domain of memory training, as well as in all other departments of human activity, that there is no great excellence without great labor, but, the proper exercises being prescribed, and given intelligent effort and perseverance, it is impossible to assign limits to the efficiency of memory.

To improve the memory it must be exercised. Great care, however, both as to the matter and manner of exercise is imperative. To say simply that the memory is improved by exercise and nothing more, is as misleading as to allege that in order to live it is necessary only to eat; in disproof of which assertion it would suffice merely to cite the well-known fact that strychnine when eaten will support life only a few hours and prussic acid but a few seconds.

Nor is it true, as frequently alleged, that "in order to remember it is necessary simply to pay attention," or that "attention is the only necessary element of a strong memory." It would be nearer the truth to allege that the *cultivation* of the memory depends on attention; not, however, as confirming the statement that "attention is the sole element of a strong memory," but for the reason that the development of the memory depends on attention in the same manner that the stability of a well-built house depends on the solidity of its foundation, it being nevertheless quite true that there may be a massive foundation and no superstructure.

In memory culture the most skilful and well-directed effort accomplishes the greatest results; the "Memory and Thought" series of "The Memory Library," published by me, prescribes exercises that will produce the greatest development of the memory. In my judgment this system differs from the marvelously wonderful mnemotechnic systems by an entire absence of their alleged "magical formulae;" but, on the other hand, emphasizes the fact that all benefit is proportionate to intelligent and persevering effort

rightly directed. It directs the best methods for memory practice and improvement, and I have the testimony of many students that, by the observance of its directions, they have within a short time doubled and quadrupled their memorizing facility.

JAS. P. DOWNS.

When did the Civil war begin and end?

A. W.

The war department has decided this point, and has decreed that April 15, 1861, was the official first day of the rebellion, and May 1, 1865, the last day. The first call for volunteers forms the basis for the selection of the first date, and the second date was officially determined upon by act of congress in 1884.

1. What is the correct pronunciation of Reading, a city in Pennsylvania? 2. How is the name Koch pronounced?

L. W. H.

1. Rêd-ing. 2. See last week's JOURNAL.

Are Swedish gymnastics taught in Boston, and where?

S.

Swedish gymnastics are taught in Boston by Dr. Claes Encbusaké, at the Boston normal school of gymnastics, No. 9 Appleton street—sloyd at the Warrenton street (or Barnard Memorial) chapel on Warrenton St. Neither of these is any part of the public school establishment.

EDWIN P. SEAVER.

In THE SCHOOL JOURNAL of Jan. 10, 1891, page 26, I notice this question: "Please tell me what does 'co ordinate system' mean?" The co-ordinate or Cartesian system is the plan adopted in analytical geometry to represent the position of points in magnitude with reference to fixed objects, usually a point or two lines intersecting in a plane. The co-ordinates are the elements used to determine the position of the points with reference to the fixed objects.

Allston, Neb.

IRA LAMB.

What is meant by the "Del Sarte" system?

A. L. B.

Francois Del Sarte devoted his life to the study of the laws which underlie human expression. He believed in the education of the mental, moral, and physical in perfect relation to each other. The "Del Sarte" system aims to fit the student for the life he is to lead; to preserve and develop personality, strengthen the powers and thus enable him to understand others. It is the cultivation of the body, so that it will respond and give graceful expression to the refined nature. Mrs. Edmund Russell, an advocate of the system, was once reminded that Del Sarte was a descendant of *Del Sarto* (Italian for *tailor*). "Yes," she quickly responded, "he fits men's bodies to their souls."

1. Does any good authority claim that Darwinism is not opposed to the Bible? If so, on what grounds? 2. Is the United States making any effort to get possession of some of Africa? 3. Please recommend to me some good summer schools for teachers.

Augusta, N. J.

J. H. N.

1. No better authority can be found than the venerable Dr. McCosh, of your own state, late president of Princeton college. The "grounds" must be sought in books—the subject is large. 2. No. 3. Glen's Falls, N. Y.; Martha's Vineyard, Mass.

Where is the Barcan desert, and what and where is the Oregon? Both are spoken of in Bryant's "Thanatopsis." Why did Bryant allude to these in writing "Thanatopsis"?

Golden Gate, Ill.

M. F.

1. Portion of Barca in the northern part of Africa, bordering upon the Libyan desert. 2. The Columbia river rising in the Rocky mountains was formerly called Oregon or San Roque. 3. Probably because he thought them striking types.

What is your opinion of the theory taught in the school books of the interior of the earth being a melted mass? 2. Would you pronounce the word "stamp," meaning to strike with the feet, as you would to mean to print?

Texas.

M. G.

1. The theory is generally received. See any good textbook on geology or physical geography. 2. Yes.

1. In spelling words like "tool," "see," having the same letter repeated, should we say t-DOUBLE o-l, or t-o-o-l? If the latter, by what authority? Which method is used by the best teachers?

Rich Hill, Mo.

M. M. S.

Recent authorities authorities give o-o; double-o is not incorrect, but the latter usage is gaining ground.

How often should small pupils, from the primer to second reader, read in an ungraded school where you are expected to teach all the common school branches? How often should the fourth and fifth reader classes read in the same school?

L. A. L.

At least once in each session. For the smaller pupils two short lessons are better than one longer period.

Please recommend a good book on calisthenics and gymnastics to be used in public schools.

Virginia.

L. A. B.

Blakie's "Sound Bodies for our Boys and Girls" (Harper) is one of a number of good books on the subject. Write to E. L. Kellogg & Co. for a catalogue.

THE EDUCATIONAL FIELD



DUREN J. H. WARD, Ph.D., B.D.

SUPT. OF ADLER WORKINGMAN'S SCHOOL, NEW YORK.

Dr. Ward was born in Dorchester (near London), Ontario, June 17, 1851. He is descended from New England ancestry. His early life was spent on the farm and at the country district school. As early as sixteen he aspired to teach, and was several times awarded certificates by the county examiners. Failing to secure a position on account of his very youthful appearance, he left the farm at nineteen and went to Toronto to attend commercial college, and learn telegraphy. This was a period of great development and inspiration, though the business aim was never reached. The way for teaching opened, and he taught his first school at Fremont, Mich. It was a "back-woods" region, but the first term sufficed to create an aspiration for higher teaching and a broader sphere. Then followed a period of a year and a half in the high school at Memphis, Mich., and a year in teaching in the city of Port Huron. A craving for still higher knowledge took him to Hillsdale college in the fall of 1874.

In '78 he received the degree of A.B. with an average standing in all branches of 96.6 per cent. His education from first to last has been wholly earned by his own efforts during the time of getting it. After another year in post-graduate study, he accepted the principalship of the Northern Ohio Collegiate Institute near Ashtabula. During his college course he had found his greatest interest in philosophical, pedagogical, and historical studies, and here he found a fine opportunity for trying new ideas regarding educational methods. In June, '82, he resigned this charge to undertake a course of yet higher study in Harvard university. Philosophy, history, and the comparative study of religions thenceforth occupied his attention for three years. In June, '85, he won at Harvard the Walker (traveling) fellowship, and sailed for Europe for two years of study at Berlin and Leipsic. From Leipsic he received the degree of Ph.D. Harvard had previously awarded him the A.M., and Hillsdale the B.D. While abroad he traveled extensively over western Europe. On his return he became librarian at Harvard divinity school (28,000 volumes), and instructor in philosophy in the university. After two years a call to the superintendency of the Felix Adler Workingman's school brought him to New York. Under his administration, this institution (founded for reform in educational methods) has reached its present high standing.

Dr. Ward is an ordained clergyman, and has occupied the pulpit very frequently since his junior year in college.* His studies in various fields of psychology have been extensive. Various articles on themes in these lines have appeared from his pen, besides his little book, "How Religion Arises."

Dr. Ward is married at the end of his freshman year at Hillsdale to Miss Zuba A. Corsas, of Memphis, Mich. She was thereafter wife and fellow-student, and faithfully accompanied and assisted him through his travels and higher studies, till her death in the fall of '89. He has recently been married to Miss Lizzie A. Cheney, of Cambridge, Mass., a graduate of the school of drawing and painting in the Museum of Fine Arts in Boston, and

*It was largely a craving for deeper satisfaction concerning religious problems that led him to study at Harvard and abroad.

also of Dr. Sargent's normal training school of physical culture. She has the charge of this latter department in the school of which Dr. Ward is the superintendent.

SUPT. J. F. ARNOLD, of Jasper county, Illinois, in his address before the state association on "Normal Schools and What They Should Accomplish," has this among the many good points he made:

"Another reason that has unjustly aided in causing popular reaction against normal schools is found in the application of the name of normal to local and private institutions, established at cross-roads and out of the way places. Some, nay, the most of these, are pretentious frauds, inasmuch as they propose to eliminate from the work of obtaining an education toil, time, and expense. Their instruction is as cheap as the board they offer and as meager and unwholesome. Some of these are enormously patronized. One in a neighboring state had, a few years ago, an attendance of 2,000 students, some classes consisting of 200 pupils. Recitation was a luxury in which few could indulge, and yet this school, without competent instructors, sent out its so-called normal graduates to bring into popular contempt the very name of normal."

The Teachers' Mutual Aid Association of San Francisco have prepared a bill to be presented to the legislature for the pensioning of teachers. The bill provides for the pensioning, during life, of teachers who have taught twenty five years in the California public schools, the pension in no case to exceed \$60 per month, and in general to be based upon the average salary for the five years immediately preceding the retirement from service as teacher. No power is given for the retirement from service of any teacher against his or her will. The bill also provides for the payment of a smaller pension to a teacher who retires after a period of twenty years, because incapacitated for efficient service, retirement in this case also to be upon the teacher's own application.

ALEX. E. FRYE, of Hyde Park, Mass., left Boston February 14, for a three months' lecture trip in California. It is also his intention to visit Alaska to make some investigations concerning the formation of the Coast Range and continental islands before returning.

HON. J. W. DICKINSON, secretary of board of education of Massachusetts, and Prof. A. C. Boyden, of Bridgewater normal school, on their way to Kingston, Jamaica, where they are to hold a teachers' institute for ten days, paid a visit to the Editors. There are 700 teachers on the island; and it is expected that most will be present. An international exposition is going on at Kingston that is attracting much attention. Rev. W. Gillies, the president of the normal college, is an enthusiastic, noble man, and is closely watching the "American plan."

EVERY mail, almost, brings accounts of the formation of teachers' associations. Teachers' associations are not so very new, but associations for pedagogical purposes are new. The primary teachers of Hamilton, Canada, have associated themselves for the study of education. At the first meeting of the primary teachers' association, the following officers were elected: honorary president, H. H. Ballard, M. A.; president, S. B. Sinclair, B. A.; vice president, Miss K. Bowman; secretary, A. S. Hendry.

THE interest displayed by the German emperor in school reform, has called forth several contributions that are radical in their nature. The writer of the book, "Culture not Learning," says the present method of teaching is defective. Karl Schmelter in his "Pedagogic Essays," advocates more gymnasiums, but with some changes. He would do away with the majority of the text-books, and eliminate at least one-third of the contents of the rest.

TEXAS has a school fund of \$23,000,000, besides nearly 30,000,000 acres of land, which when sold at from \$2 to \$5 an acre, as is now being done, the state will have a permanent school fund of \$100,000,000. The constitution provides, however, that the income only of this sum is to be available, so the question of the proper and safe investment of this magnificent amount is one of much perplexity. Governor Hogg, in his annual message, advises that it be invested in the bonds of railroads to be hereafter constructed.

MR. A. HALL BURDICK, of Stapleton, N. Y., recently read a paper before the Richmond County Teachers' Association on "Phonics," in which he urged that it should have a place in every school, beginning with the first year class, and so presented to the pupils as to gain for them the ability to use intelligently a dictionary; freedom from imperfections, such as mumbling, clipping, lisping, and stammering, in his use of speech; and clearness in his reading, speaking, and conversation.

STATEN ISLAND, N. Y., wants a state normal school, so does Long Island, but we have grave doubts as to either of these islands getting what they want this year.

THE question whether or not New Haven shall furnish free text-books to the pupils of the parochial schools, has been decided at a special meeting by an emphatic no; but to reach that decision over 600 citizens, who attended the meeting, were worked up to a high pitch of excitement.

THE *School Herald* was published by Prof. Chase in Chicago for several years, and attained a fine circulation. By his death the teachers lost an able friend and the paper the source of its prosperity. The *School Herald* has now been merged with OUR TIMES, a popular publication issued by E. L. Kellogg & Co., and thus its several thousand readers will be made acquainted with a most useful paper for the school-room. OUR TIMES is really a cheap text-book of current events, for the teacher and pupil. Price, 80 cents per year. Send for a copy.

THE county superintendents of Tennessee have organized themselves into an association. Their first annual meeting, recently held in Knoxville, was a great success.

DR. MERRILL E. GATES, the new president of Amherst college, said at the annual dinner of the Alumni Association of that school, that a gentleman whose name he would not mention had offered to give to Amherst college \$100,000, provided \$150,000 would be added to it, the whole fund to be known as the Seelye, in recognition of the great service of the former president, Dr. Julius H. Seelye.

PITTSFIELD, Mass. has a "Teachers' Club." At a recent meeting Mr. N. D. Goodwin read a paper on "The use of text-books in school. He advises less hearing of lessons and more teaching; less driving and more leading; the use and not the abuse of books.

THE National Educational Association will hold its annual meeting in Toronto, July 14-17. The reason for leaving Saratoga, it is said, is because more satisfactory arrangements with railroads can be made. All New England, Western, Southern, and North-western roads will issue tickets at one-half the regular fare, besides making an allowance for the membership fee of \$2.00.

THE department of secondary instruction of the National Educational Association is making preparations to bring its work into the prominence it deserves. President Plummer, of Des Moines, Iowa, in a circular letter invites any one to prepare and send to him before March 1, 1891, a paper on some vital school question pertinent to the work of secondary education.

THE teachers of Craven county, N. C., met in New Berne on the 31st ult., and organized the Craven county teachers' association. They will hold regular meetings on the last Saturday of each month. The president is G. T. Adams, principal of the New Berne collegiate institute, a man of great educational energy. Look out for Craven county.

THE Austin county (Tex.) *Times* conducts a well edited "Educational Column." In its issue of Jan. 31, it publishes THE JOURNAL's article on "Who was Pestalozzi? It is something worth reproducing in every newspaper in the country.

FIFTY copies of "Seeley's Grube Methods" have been ordered by the Springfield board of education for the use of the teachers.

NEW YORK CITY.

AT the final meeting of the fair committee of the teachers' bazar. Mr. Hardy, the treasurer, stated that the total receipts from the fair were \$75,635.34 and the net gain \$66,476.14. \$1,800 is still due and this with \$4,500 raised at an entertainment in May, 1889, makes the total net gain of the teachers \$72,976.14. The announcements of the extraordinary financial success of the bazar, and that the teachers' association has now over \$120,000, were received with applause. Mr. Hardy, in the name of the association, presented Manager De Frece with a check for \$1,000. The fair committee was then discharged with thanks and appreciative words from many present.

JOHN L. N. HUNT has submitted to the New York school board, of which he is president, Senator Cantor's bill, which provides for half pay for male teachers sixty years old who have served thirty years, and for female teachers fifty years old, who have taught twenty-five years, provided they wish to retire. The bill authorizes

the board to retire on half pay male teachers of sixty-five years of age, and all male teachers fifty years old who have served thirty years, and female teachers sixty years old, and all female teachers who are over forty-five years of age, who have taught twenty-five years. The condition of such retirement is physical or mental incapacity. A final provision is that no pension shall be for less than \$500 per annum. It is said that the measure meets the approval of the New York school board.

FOLLOWING the example of other cities, New York is agitating the question of opening some of her school-houses to the young people in literary and debating societies, and of establishing small libraries for their use.

FOREIGN NOTES.

Germany.—In 1888 the prisons of the kingdom of Prussia had 7,481 inmates. Of these 60 had a secondary education, 1,965 had gone through the elementary schools, 4,107 had a defective primary education, 307 could only read, 1,402 were without all school education.

The authorities have issued an order which provides for gymnastic exercises of the younger criminals in Prussia. Apparatus will be erected soon in the penitentiary at Moabit near Berlin.

A young girl in Berlin wrote in her composition on the "Uses of Wood," "If we had no wood, what should we make our furniture of? In school the benches would have to be of iron, but oh, hard they'd be!"

Spain.—In Spain the German language is at present considered very valuable. The government encourages the study of German. Eight chairs for professors of German have been created in the universities of the country, and students of medicine are obliged to go through a course of German "to enable them to keep pace with the medical science in Germany."

Austria.—In Grosswardein a duel between school boys was recently prevented. Two pupils of the gymnasium had a quarrel during a dancing lesson on account of the favors shown to one of them by a girl 13 years old. The boys had proceeded to a lonely spot and stood with revolvers in hand ready to shoot, when the father of one of the young hopefuls appeared on the scene and spoiled the arrangement.

Switzerland.—In 1887-8 Switzerland had 227 private elementary schools, namely:

20 elementary schools for boys with	1,012
22 " " " girls "	1,683
130 " " " both sexes "	5,640
19 reform schools	746
7 blind and deaf mute schools	231
5 institutes for idiots	144
10 orphan asylums	566
4 mission schools	288
Total	10,305
In 1886-7	11,003

This shows that the sum total of those of school age attending private schools has decreased 11.2 per cent. in one year.

THE Chicago board of education, Feb. 4, 1891, adopted "The Virtues and Their Reasons," by Austin Bierbower, for use in the seventh grade of the public schools. It was adopted November, 1889, for the eighth grade. To put it into the seventh grade after a year's trial in the eighth grade, shows the book has given satisfactory results.

There has been a growing desire on the part of many of our best citizens for moral instruction in our public schools. The difficulty has been to obtain a text-book that does not give offence to the different sects represented. Mr. Bierbower seems to have accomplished this in his work, in a successful way. The reason is that the author plants himself at once, not on any theory of ethics, but simply on the obvious and universally accepted social and personal relations of ethics. This is the true position to be taken by the teacher. It puts instruction upon a sound basis, and is an infinite advance on the drifting course now usually pursued.

Mr. Bierbower has made an honest attempt to find some common ground on which morality can be taught efficiently in the schools, without invading the neutral zone created by the American theory of right of conscience. Pupils well grounded in the principles enunciated in this volume will have a foundation and be prepared to enter the duties of every-day life, and from the application of these principles, to mount to higher things. The same work has been adopted in many parts of the country; it seems to find a place in the curriculum of our public schools and to obtain recognition from many leading educators.

Have you ever tried Hood's Sarsaparilla? It is a very successful blood purifier and tonic.

BOOK DEPARTMENT.

NEW BOOKS.

OPEN SESAME. Poetry and prose for school-days. Vol. III. Edited by Blanche Wilder Bellamy and Maud Wilder Goodwin. Boston: Ginn & Co. 361 pp. 90 cents.

This is the third of these delightful volumes, in which a multitude of the short classics of our language are given. There is nothing to detract from the pleasure, as the artistic sense is not outraged by poor illustrations, nor the eyesight impaired by small and indistinct print. The illustrations are fine, the print large and clear, the paper smooth and of good texture, and the cloth binding of sage green with a handsome and appropriate design on the front cover. The selections are principally poetry, and are arranged for students over fourteen years. Many pieces, however, would be understood and appreciated by children much younger than that; but there is nothing of the so-called juvenile nature to the book, and adults of any age would find satisfaction in its perusal. We cannot even indicate the wealth of gems contained in it, though we may give something of an idea of the contents by mentioning some of the authors, as Tennyson, Shelley, Schiller, Hood, Spenser, Dumas, Byron, Lowell, Milton, Thackeray, Browning, Coleridge, Macaulay, Ruskin, Holmes, Keats, Arnold, Shakespeare, and many others. The arrangement is under the heads of "Sentiment and Story," "Art and Nature," "Loyalty and Heroism," "Song and Laughter," and "Holidays and Holy Days." This volume will certainly be a very popular one.

GUIDES FOR SCIENCE TEACHING.—VIII. INSECTA. By Alpheus Hyatt and J. M. Arma. Boston: D. C. Heath & Co.

The field of science is so vast that in order to make satisfactory progress, it is necessary to profit by the studies of those who have gone before. Therefore a book is to a certain extent necessary, although the best teachers agree that more stress should be laid on observation than on books. Here one has a chance to study nature's own book, and if the student uses his eyes and ears properly he will be able to read it, if given such help as these little guides supply, without the aid of any additional library. In this book on insects we have descriptions of the different orders, and of species in those orders, and furthermore plenty of cuts giving the typical parts of the members of this great division of the animal kingdom; also scores of illustrations of insects more or less familiar to everybody. For instance, one large plate gives all the parts and stages of growth of the butterfly from the caterpillar to the gaudy, fluttering insect that is such a familiar sight in the summer. Another plate thus represents that interesting insect, the dragon-fly. There are in addition to the numerous small illustrations about a dozen of these large plates; they are more valuable in fixing facts in the mind than the descriptive matter. Any teacher ought to be able to take this little book, and by its aid and that of specimens gathered in the field or the road-side, in a short time to get up a genuine enthusiasm in the study of insects. The season is almost here when the experiment may be made.

THE NORMAL COURSE IN READING. By Emma J. Todd and W. B. Powell, A.M. Fifth Reader. New York, Boston, and Chicago: Silver, Burdett & Co., publishers. 1891.

This is the highest number of this excellent series of reading books. The editors and publishers rightly concluded that the demand for new reading books did not depend alone upon a desire for a change of subject matter, but upon a genuine want for a more orderly arrangement of related topics, and a unified presentation of the matter in them. The patchwork presentation of matter, in the old reading books, meritorious as some of them were in other respects, was not entirely satisfactory. In part I. of the Normal Fifth Reader will be found articles treating of various phenomena of inanimate nature. This includes prose description of a high character, such as "The Sea and Its Uses," by Charles Swain; "The Influence of the Sun," by John Tyndall; and "Niagara Falls," by Anthony Trollope, and such exquisite poetic gems as "Rain on the Roof," "Death of the Flowers," "To the Fringed Gentian," "The Daffodils," and "The Last Rose of Summer." Part II. contains readings in animated nature; it has the same excellent arrangement and the selections are of the same high character as those in part I. The selections in Part III. are patriotic, and those in part IV. relate to the humanities. In part V. are various studies of authors, consisting of a biographical and critical sketch of the writer, followed by extracts from his works. Part VI. consists of sketches of authors followed by vocabularies containing words with which the young student is not likely to be familiar. We believe every boy or girl who reads this book through will have a greater love for pure and elevating literature.

CAPTAINS OF INDUSTRY. Second Series. A book for young Americans. By James Parton. Boston and New York: Houghton, Mifflin & Co. 393 pp. \$1.25.

The author was encouraged by the friendly reception, accorded his first volume of sketches of men who have succeeded in various occupations to prepare another. All who are acquainted with Mr. Parton's writings know what a bright, attractive way he has of putting things, and this volume is certainly no exception. If lives of great men, or if it be said these men were not all great, successful men remind us what we can do, we have plenty of chance here to choose our ideals, and to study

the qualities and the means which enabled them to attain success. The youth who will soon enter the active pursuits of life cannot fail to receive benefit from the perusal of this volume, as he will find that in the world honesty, industry, perseverance, self-reliance, economy, etc. were what enabled these men to win the high positions they held in life. Among those sketched are bankers, merchants, mariners, teachers, farmers, engineers, manufacturers, and many others, and among them Americans, French, English, German, and other nationalities are represented.

THE FRANKLIN SQUARE SONG COLLECTION. Devoted to school and home. No. 7. Selected by J. P. McCaskey. New York: Harper & Brothers. 184 pp. Paper, 50 cents; boards, 60 cents; cloth, one dollar.

No. 7 of this popular series contains about two hundred favorite songs and hymns—devotional, sentimental, operatic, patriotic, comic, etc. Many of them are intended for Christmas and other holiday occasions; in fact, there is hardly an occasion that can be mentioned but an appropriate song may be found here. Many of the authors and composers represented are of world-wide reputation, indicating the high character of the contents of the volume. A few pages are devoted to a compact presentation of the elements of music. The music lover will find this book an unending treat.

UNDER ORDERS. The story of a young reporter. By Kirk Munroe. Illustrated. New York: G. P. Putnam's Sons. 342 pp. \$1.25.

This story gives a vivid picture of a young man's experience as reporter for a New York paper. It is scarcely necessary to say that some people, who judge from certain members of the craft with whom they have come in contact, have formed very erroneous ideas in regard to reporters in general. Such should read Mr. Munroe's narrative and correct their impressions. The incidents of the story are woven together so skilfully that the interest increases until the final chapter, and culminates there. Myles Manning, the hero, does not have uninterrupted good fortune during his career; there is enough of bad luck for him to engage the sympathy, and the reader consequently rejoices at his final triumph and the overthrow of his enemy. The peculiar temptations to which a young man occupying a reportorial position is exposed are well described. The book is gotten up in handsome style, with substantial cloth binding, thick, smooth paper, and clear type. The illustrations are well drawn, and add much to the interest of the text.

THE ESSAYS, CIVIL AND MORAL, OF FRANCIS BACON. Edited, with an introduction and notes, by Melville B. Anderson. Chicago: A. C. McClurg & Co. 275 pp. \$1.00.

This little book is uniform with the series of classics, prepared for this firm, and issued from time to time. We have seen no handsomer edition of these immortal essays, and their completeness and accuracy, together with the biographical and critical introduction, ought to make it a very popular one. The text of the present edition is based upon a collation of the reprints, for which we are indebted to Messrs. Arber, Wright, and Spedding, of the final edition printed in Bacon's lifetime, and under his supervision. Scores and hundreds of corruptions have been avoided, and the punctuation has been modernized as far as possible; the essays have also been carefully paraphrased.

NOTES ON TRIGONOMETRY AND LOGARITHMS. By the Rev. J. M. Eustace, M.A. London and New York: Longmans, Green & Co. 308 pp. \$1.35.

The author prepared this work with the hope that it may be useful to all who are learning the elements of trigonometry, and especially so to those who have not the guidance of a private tutor. To render the subject more intelligible, numerous questions bearing upon the bookwork in each chapter are solved. An endeavor has also been made to set forth, in the clearest light, those propositions that usually present difficulty to the beginner. The instruction of the student in the use of logarithms and their practical application to the solution of triangles, etc., is a subject to which much space is given. The author has managed to put much useful and well-arranged matter in small space. The student of mathematics will find the book of great assistance in his work.

THE "SOUTHERN EDUCATOR" ALMANAC, 1891. Edited by Edwin S. Sheppe. Durham, N. C.: The Educator Co., publishers. 52 pp. 10 cents.

This almanac presents a very creditable appearance, so far as matter, make-up, etc., are concerned. It was prepared especially for the use of teachers and students, as would be inferred by such articles as those on geographical comparisons, conducting recitations, short cuts in arithmetic, population of states and cities, general topic lists in geography, and many others. A resume of important astronomical facts is also given. The publication of the almanac is a new enterprise for the Educator Company, who have made a very excellent beginning.

REPORTS.

REPORT OF THE PRESIDENT OF THE BROOKLYN (N. Y.) BOARD OF EDUCATION, 1890. Hon. Joseph C. Hendrix, president.

This report gives a great deal of tabular matter, much of which of course is not of general interest. The board is just now making a brave struggle to provide sufficient school accommodation, still we find that from September, 1889, to July, 1890, 8,145 pupils were excluded from the schools. It is a shame in America, the stability of whose institutions depend so much on the education of the masses, that all who knock at the doors of the public schools are not admitted. Brooklyn is not alone in not having sufficient school accommodations; the same thing is noted in other cities. If only a part of the money the politicians waste (not to use a harsher term) were given to the schools, there would be room enough for all. Brooklyn and other cities complain of the unjust apportionment by the legislature of the state school money.

TWENTY-FOURTH ANNUAL REPORT OF THE BOARD OF PUBLIC INSTRUCTION OF ALBANY, N. Y., 1890. Hon. Charles W. Cole, superintendent.

There was an increase of average attendance, which is evidence of a steady, healthy growth, and justifies the course of the board in increasing the school accommodations in certain localities. It is thought that more attention should be given to physical exercises; and that daily exercises of the first two and one-half years should be extended through the entire course. The manual training department has been successfully extended to include the girls, who have also had the advantage of considerable physical training. The plan of appointing teachers for the probationary term of one year, and afterward during the pleasure of the board, works well.

ANNOUNCEMENTS.

D. LOTHEROF Co. will issue a new literary edition of "The Arabian Nights" in four volumes. It will be fully illustrated, and will have an elaborate introduction by William E. Griffis.

CHARLES E. MERRILL & Co., 52 Lafayette place, New York, have a work, "Portraits and Autographs," edited by William T. Stead, editor of *Review of Reviews*. It contains 126 full-page portraits of distinguished men and women of all nationalities.

HOUGHTON, MIFFLIN & Co. will shortly publish Miss Alice M. Bacon's book on "Japanese Girls and Women," the result of many years' experience in Japan.

THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE will shortly issue a translation of Prof. Meitzen's great work on statistics. Dr. R. P. Falkner, of the University of Pennsylvania, one of our most prominent students of statistics, has made the translation.

ROBERTS BROTHERS have just issued "Petrarch," a Sketch of His Life and Works, by May Alden Ward; "Positive Religion," Essays, Fragments, and Hints, by Joseph Henry Allen; "Power through Repose," by Annie Payson Call; "Poems," by Emily Dickinson, edited by two of her friends, Mabel Loomis Todd and T. W. Higginson.

CHARLES L. WEBSTER & Co. offer a book by Herbert Ward, one of Stanley's most trusted captains. The title is, "My Life with Stanley's Rear Guard."

J. B. LIPPINCOTT Co. number among their choice works, "Two Lost Centuries of Britain," by W. H. Babcock; "Stanley's Emin Pasha Expedition," by A. J. Wauters; and "German Soldiers in the Wars of the United States," by J. G. Roengarten.

MACMILLAN & Co.'s "Englishmen of Action Series" includes David Livingstone, Henry the Fifth, General Gordon, Lord Lawrence, Wellington, Dampier, Monk, Stráford, Warren Hastings, Peterborough, Captain Cook, Sir Henry Havelock, Clive, Napier, etc.

FUNK & WAGNALLS have brought out "Scientific Sophisms," a review of current theories concerning atoms, apes, and men, by Samuel Wainwright, D.D.

CATALOGUES AND PAMPHLETS RECEIVED.

Annual report of the postmaster-general of the United States for the fiscal year ending June 30, 1890. Washington: Government printing office.

Proceedings of the twenty-third annual meeting of the Georgia Teachers' Association held at Athens, May 1, 2, and 3, 1889.

Circular of the committee on instruction of the Pennsylvania Museum and School of Industrial Art at Philadelphia, 1890-91.

Bulletin of the agricultural experiment station, Cornell university: "The Clover Rust;" also "Sundry Investigations made During the Year."

MAGAZINES.

One of the brightest articles in the March *Chautauquan* is that by Josephine Henderson in the "Woman's Council Table" on "That Exasperating Thing in Woman," which turns out to be a protest against the too low voice. She makes the following prophecy: "The girl with the painfully low voice is going the way of the girl with the lily in her hand, the limp gown, and the diaphanous drapery, the remembrance of whom even now is as a far-away dream." "England and the Opium Curse in India," by Bishop Hurst, tells some facts that ought to make English-speaking people blush. Elaine Goodale tells the story of "The Battle of Wounded Knee." The number has the usual quantity of scientific, literary, and historical matter.

Francis Korbay's paper on "Nationality in Music," in the March *Harper's*, will be of interest to all lovers of poetry and music. W. D. Howells contributes six short poems, under the general title of "Moods." The sixth of Theodore Child's South American papers relates to what he saw and heard in "The Argentine Capital." The fourth instalment of Edwin A. Abbey's series of drawings illustrating the comedies of Shakespeare appear in this number. There is in this instalment eight full-page illustrations (including the frontispiece, which is printed in tint) depicting some of the most striking scenes in the "Comedy of Errors." The comments, by Andrew Lang, present some curious facts in regard to the history of the play. Admirers of Sir Walter Scott will find many things in the number in regard to that great writer.

Book Chat (Brentano's, N. Y.) for February contains a lengthy review of "some recent French books," selections from current American and English books, and the usual reviews and indexes of periodical literature.

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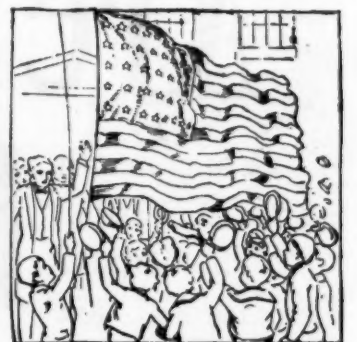
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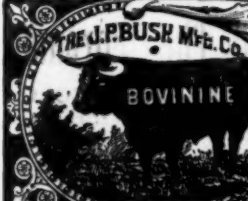
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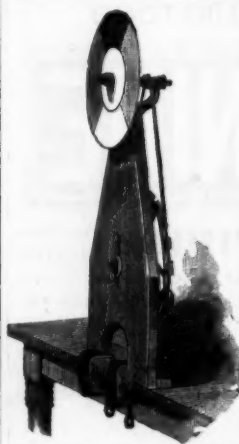
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